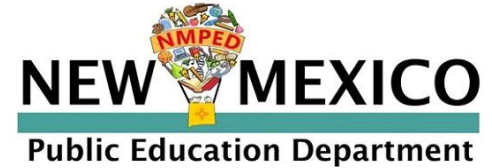


# ARP Grant Application

2021-2022

SW AERONAUTICS MATHEMATICS AND SCIENCE ACADEMY



| Contact Information |  |
|---------------------|--|
| District            | SW AERONAUTICS MATHEMATICS AND SCIENCE |
| District Code       | 544                                    |
| District Type       | State Charter                          |
| Email Address       | jbrame@samsacademy.com                 |
| Phone Contact       | 505-338-8601                           |
| Application Status  | Substantially Approvable               |

| Budget Table                      |           |
|-----------------------------------|-----------|
| ARP ESSER Award 2/3 rd Allocation | 181649.70 |
| ARP ESSER Award 2/3 rd Debit      | 181649.70 |
| ARP ESSER Award 2/3 rd Balance    | 0.00      |
| ARP ESSER Award 1/3 rd Allocation | 90824.85  |
| ARP ESSER Award 1/3 rd Debit      | 90824.85  |
| ARP ESSER Award 1/3 rd Balance    | 0.00      |

| Reserve Funds 20 % |  |                                  |  |                                 |
|--------------------|--|----------------------------------|--|---------------------------------|
|                    | <p>Narrative Response Directions:<br/>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br/>Narrative1:</p> | <p><b>20 % of 2/3 Amount</b></p> | <p>Narrative Response Directions:<br/>-Please be specific to how these funds will meet the needs of underrepresented student groups.</p> | <p><b>20% of 1/3 Amount</b></p> |

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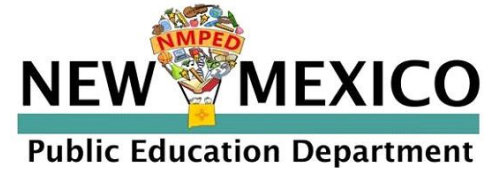


|   |  |                  |  |                  |
|---|--|------------------|--|------------------|
| <p>The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p> | <p>Students will have access to our curriculum, Edgenuity, throughout the summer. We will offer high-dosage tutoring to our students in a one-to-one or small group setting.</p> <p>2011/RAND_MG1120.pdf</p> |                  | <p>tutoring to our students in a one-to-one or small group setting.</p> <p><a href="https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf">https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf</a></p> |                  |
| <p>Activities to address the Social Emotional Needs of all students</p>   | <p>Yes</p>   | <p>10,000.00</p> | <p>Yes</p>   | <p>10,000.00</p> |
| <p>Activities to address the Academic Needs of all students</p>   | <p>Yes</p>   | <p>26,329.94</p> | <p>Yes</p>   | <p>8,164.97</p>  |

# ARP Grant Application

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SW AERONAUTICS MATHEMATICS AND SCIENCE ACADEMY

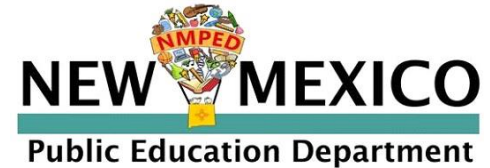


|   |    |                  |    |                  |
|---|----|------------------|----|------------------|
| Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:      |    |                  |    |                  |
| Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)                               | No | 0.00             | No | 0.00             |
| Students from low-income families   | No | 0.00             | No | 0.00             |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) | No | 0.00             | No | 0.00             |
| English learners  | No | 0.00             | No | 0.00             |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender)   | No | 0.00             | No | 0.00             |
| Migratory students  | No | 0.00             | No | 0.00             |
| Students experiencing homelessness  | No | 0.00             | No | 0.00             |
| Children and youth in foster care   | No | 0.00             | No | 0.00             |
| <b>Sub Totals</b>   |    | <b>36,329.94</b> |    | <b>18,164.97</b> |

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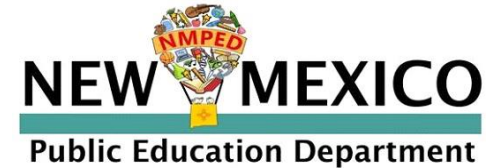
## Additional Reserve Funds (Optional)

|   | Narrative Response Directions:<br>-Please be specific to how these funds will meet the needs of underrepresented student groups.<br>Narrative1: |  | Narrative Response Directions:<br>-Please be specific to how these funds will meet the needs of underrepresented student groups.                                   |    |      |    |      |
|---|---|--|--|----|------|----|------|
| Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). |   |  | Activities to address the Social Emotional Needs of all students   | No | 0.00 | No | 0.00 |
|   |   |  | Activities to address the Academic Needs of all students   | No | 0.00 | No | 0.00 |
|   |   |  | Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups: | No | 0.00 | No | 0.00 |
|   |   |  | Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)                          | No | 0.00 | No | 0.00 |
|   |   |  | Students from low-income families  | No | 0.00 | No | 0.00 |

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|   |    |             |    |             |
|---|----|-------------|----|-------------|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)) |    |             |    |             |
| English learners  | No | 0.00        | No | 0.00        |
| Gender (e.g., identifying disparities and focusing on underserved student groups by gender)   | No | 0.00        | No | 0.00        |
| Migratory students  | No | 0.00        | No | 0.00        |
| Students experiencing homelessness  | No | 0.00        | No | 0.00        |
| Children and youth in foster care   | No | 0.00        | No | 0.00        |
| <b>Sub Totals</b>   |    | <b>0.00</b> |    | <b>0.00</b> |

## Activities to Address Needs

**Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.**

|   |   |               |                               |               |
|---|---|---------------|-------------------------------|---------------|
| Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts. | <b>2/3 Amount Allocations</b>                 |               | <b>1/3 Amount Allocations</b> |               |
|   | <b>Narrative</b>                              | <b>Amount</b> | <b>Narrative</b>              | <b>Amount</b> |
|   | Elementary and Secondary Education Act (ESEA) | 0.00          |                               | 0.00          |

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|  |  |             |             |
|--|--|-------------|-------------|
| Individuals with Disabilities Education Act (IDEA)                       |  |             |             |
| Adult Education and Family Literacy Act (AEFLA)                          |  | 0.00        | 0.00        |
| Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) |  | 0.00        | 0.00        |
|  |  | <b>0.00</b> | <b>0.00</b> |

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## Response Efforts - COVID 19

**Allowable Activities for Remaining Funds. Consistent with PED's priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students' remote learning needs and teachers' remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below "purchasing instructional technology," please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.**

**ARP ESSER 2/3**

**ARP ESSER 1/3**

|  | ARP ESSER 2/3 |        | ARP ESSER 1/3 |        |
|--|---------------|--------|---------------|--------|
|  | Narrative     | Amount | Narrative     | Amount |
| Training and professional development on sanitizing and minimizing the spread of infectious diseases |               | 0.00   |               | 0.00   |

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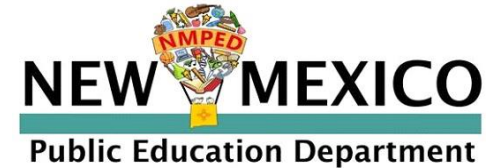
|  |  |      |  |      |
|--|--|------|--|------|
| Purchasing supplies to sanitize and clean the LEA's facilities   |  |      |  |      |
| Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards  |  | 0.00 |  | 0.00 |
| Improving indoor air quality   |  | 0.00 |  | 0.00 |
| Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth |  | 0.00 |  | 0.00 |
| Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs  |  | 0.00 |  | 0.00 |
| Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning                                   |  | 0.00 |  | 0.00 |



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|  |   |            |   |           |
|--|---|------------|---|-----------|
| Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities <b>(see above for additional requirements for this activity)</b> |   |            |   |           |
| Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors  | A school social worker will be hired full-time to address the social-emotional needs of our students. The school social worker will facilitate weekly classes for students in 6-8 grade. Student in 9-12 will have opportunities to meet with social worker and other students to develop skills to address social-emotional health deficits. | 115,670.06 | A school social worker will be hired full-time to address the social-emotional needs of our students. The school social worker will facilitate weekly classes for students in 6-8 grade. Student in 9-12 will have opportunities to meet with social worker and other students to develop skills to address social-emotional health deficits. | 55,626.28 |
| Planning and implementing activities related to summer learning and supplemental after-school programs   |   | 0.00       |   | 0.00      |
| Addressing learning loss   |   | 0.00       |   | 0.00      |

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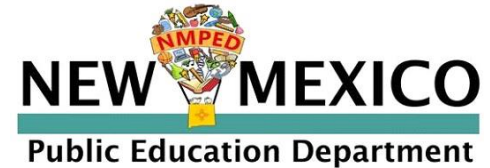
|   |  |                   |  |                  |
|---|--|-------------------|--|------------------|
| Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff |  |                   |  |                  |
| Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.   |  |                   |  |                  |
| <b>Sub Totals</b>   |  | <b>131,864.23</b> |  | <b>65,932.11</b> |

| Program Consultation   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|
| To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups: | Date(s) Consulted | Date(s) Consulted | Date(s) Consulted |
| Students   | 9/16/2021         | 9/22/2021         |                   |
| Families   | 9/16/2021         | 9/22/2021         |                   |
| School and district administrators (including Special Education administrators)                        | 9/8/2021          | 9/20/2021         |                   |
| Teachers   | 9/16/2021         | 9/22/2021         |                   |
| Principals   | 9/8/2021          | 9/20/2021         |                   |
| School leaders   | 9/8/2021          | 9/20/2021         |                   |
| Other educators  |                   |                   |                   |
| School support personnel   |                   |                   |                   |
| Unions   |                   |                   |                   |
| Tribes(if applicable)  |                   |                   |                   |

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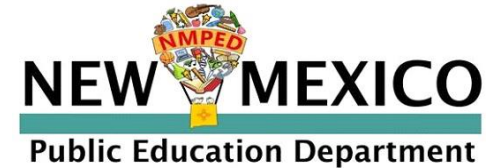


|  |           |           |  |
|--|-----------|-----------|--|
| Civil rights organizations (including disability rights organizations)   |           |           |  |
| Superintendents  |           |           |  |
| Charter school leaders (if applicable)   |           |           |  |
| <b>Stakeholders representing the interests of:</b>   |           |           |  |
| Children with disabilities   | 9/16/2021 | 9/22/2021 |  |
| English learners   | 9/16/2021 | 9/22/2021 |  |
| Children experiencing homelessness   | 9/16/2021 | 9/22/2021 |  |
| Children in foster care  | 9/16/2021 | 9/22/2021 |  |
| Migratory students   | 9/16/2021 | 9/22/2021 |  |
| Children who are incarcerated  | 9/16/2021 | 9/22/2021 |  |
| Other underserved students   | 9/16/2021 | 9/22/2021 |  |
| <p>Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.</p> <p>*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.</p> |           |           |  |

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| Indirect Cost Rate                         |              |             |                    |                 |              |                 |                      |                |
|--|--------------|-------------|--------------------|-----------------|--------------|-----------------|----------------------|----------------|
|  | Indirect Y/N | Allocations | Indirect Cost Rate | Indirect Cost D | Fixed Assets | Indirect Amount | Indirect Base Amount | Budget Balance |
| <b>ARP ESSER 1/3 rd Indirect Cost Rate</b> | Yes          | 90,824.85   | 8                  | 1.08            | 0.00         | 6,727.77        | 90,824.85            | 84,097.08      |
| <b>ARP ESSER 2/3 rd Indirect Cost Rate</b> | Yes          | 181,649.70  | 8                  | 1.08            | 0.00         | 13,455.53       | 181,649.70           | 168,194.17     |

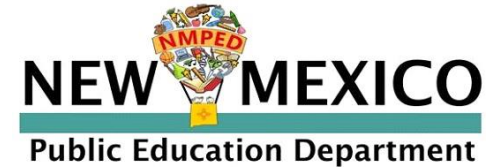
## Required Information - GEPA

|   | Required Narrative  |
|---|---|
| <p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: <a href="https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc">https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</a></p> <p>GEPA Rubric<br/>A satisfactory answer</p> <ul style="list-style-type: none"> <li>• Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> <p>May require revision</p> <ul style="list-style-type: none"> <li>• May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age</li> <li>• May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access</li> </ul> | <p>As a recipient of both federal and state funding, SAMS Academy's nondiscrimination policy and overarching philosophy is guided by A.02 in the governing council policy manual and states: The SAMS Academy affirms its commitment to the rights of students, parents, and employees with disabilities, as set forth in Section 504 of the Rehabilitation Act of 1973, the New Mexico Human Rights Act (NMHRA) and the American's with Disabilities (ADA).</p> <p>In particular, the governing council, administration, staff and faculty commit to ensuring the equal access of enrollment, the curriculum, programs, services, technology, and opportunities to learn for all students. To ensure that all sub-populations are represented equally in the ability to access learning opportunities, SAMS Academy monitors weekly progress of coursework. Staff meet to analyze data and</p> |

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understand the why behind students not completing work. To close the learning gaps between all students at SAMS Academy, the following barriers are considered for success: For students (including the following, but not limited to): access to technology and connectivity, connections to adult mentors on campus, safety at school, language proficiency, disabilities, transportation, food/housing stability, foster care, etc.

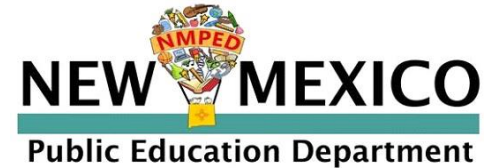
For parents (including the following, but not limited to): two-way communication efforts to gather information, access to public input with the governing council, open-door policy for administration and faculty, grievance policies, etc.

For teachers (including the following, but not limited to): access to technology and connectivity, supports needed from administration on governing council, access to high-quality instructional materials, supports for personal well-being/care, access to high-quality professional development, time for collaboration and classroom preparations.

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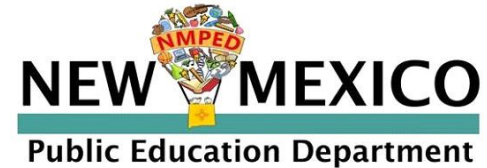


|  |             |  |
|--|-------------|--|
| <p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p> |             |  |
| <p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>  | <p>True</p> |  |

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**Instructions:**

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate\*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

|                              |  |           |
|------------------------------|--|-----------|
| First Posting                | <a href="https://www.samsacademy.com/academics/in-person-learning">https://www.samsacademy.com/academics/in-person-learning</a> ,<br><a href="https://www.samsacademy.com/academics/in-person-learning">https://www.samsacademy.com/academics/in-person-learning</a> | 7/1/2021  |
| Second Posting (if needed*)  | <a href="https://www.samsacademy.com/academics/in-person-learning">https://www.samsacademy.com/academics/in-person-learning</a>  | 12/8/2021 |
| Third Posting (if needed*)   |  |           |
| Fourth Posting (if needed*)  |  |           |
| Fifth Posting (if needed*)   |  |           |
| Sixth Posting (if needed*)   |  |           |
| Seventh Posting (if needed*) |  |           |

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|  |            |  |
|--|------------|--|
| Eighth Posting (if needed*)  |            |  |
| The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021  |            | True   |
| The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) |            | True   |
| <b>Posting of LEA's ARP ESSER III Application to the LEA's Website</b>   |            |  |
| District   | Date       | Please provide a link to the LEA s ARP ESSER III application on the LEA s website  |
| SW AERONAUTICS MATHEMATICS AND SCIENCE   | 10/25/2021 | <a href="https://www.samsacademy.com/academics/in-person-learning">https://www.samsacademy.com/academics/in-person-learning</a> , Link to ARPA Application |



