

ARP Grant Application

2021-2022

SANTA ROSA CONSOLIDATED SCHOOLS



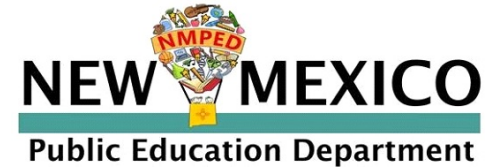
Contact Information		Budget Table	
District	SANTA ROSA	ARP ESSER Award 2/3 rd Allocation	1002614.55
District Code	025	ARP ESSER Award 2/3 rd Debit	1002614.55
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	desquibel@srlions.com	ARP ESSER Award 1/3 rd Allocation	501307.27
Phone Contact	575 799-0982 / 575 472-3171	ARP ESSER Award 1/3 rd Debit	501307.27
Application Status	Return to District	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
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).	SRCS is committed to creating a comprehensive After School Intervention and Enrichment Program District wide for all our students in PreK through 12th grade. The I-LET (Increased Learning & Enrichment Time) Program will be available for all students in each of our 4 school site locations and will offer both After School and No-school Friday Programs.	200,522.91	SRCS is committed to creating a comprehensive After School Intervention and Enrichment Program District wide for all our students in PreK through 12th grade. The I-LET (Increased Learning & Enrichment Time) Program will be available for all students in each of our 4 school site locations and	100,261.45

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Certified Teachers and Level 3 Educational Assistants, along with school and outside organizations will lead the instructional and enrichment activities. “Research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance” Our intent is to accomplish this by: - Providing socialization and peer attention in a supervised venue. - Re-establishing the link between effort and results—first in a non-school activity. -Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life. -Providing consistent contact with caring, stable adults. - Increasing the sense of belonging at school. (www.attendanceworks.org) SRCS is a district that consists of 100% Free and Reduced Breakfast & Lunch with over 90% Hispanic students. We have a very small ELL population and our special Ed

will offer both After School and No-school Friday Programs. Certified Teachers and Level 3 Educational Assistants, along with school and outside organizations will lead the instructional and enrichment activities. “Research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance” Our intent is to accomplish this by: - Providing socialization and peer attention in a supervised venue. - Re-establishing the link between effort and results—first in a non-school activity. -Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life. -Providing consistent contact with caring, stable adults. - Increasing the sense of

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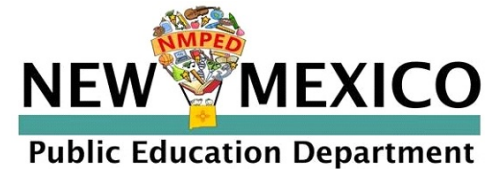
population is roughly about 17% district wide. Each of these subgroups will be included in participation in the I-LET program. Specific Interventions designed to meet their individual needs will be offered.

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Activities to address the Social Emotional Needs of all students	Yes	20,000.00	Yes	10,000.00
Activities to address the Academic Needs of all students	Yes	135,522.91	Yes	60,261.45
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		No	
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	Yes	15,000.00	Yes	10,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	15,000.00	Yes	10,000.00
English learners	Yes	15,000.00	Yes	10,000.00
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

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Children and youth in foster care	No	0.00	No	0.00
Sub Totals		200,522.91		100,261.45

Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>		<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>	
<p>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).</p>				
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

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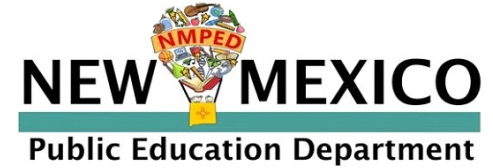


Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible 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
Sub Totals		0.00		0.00

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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.

<p>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.</p>	<p>2/3 Amount Allocations</p>		<p>1/3 Amount Allocations</p>	
	<p>Narrative</p>	<p>Amount</p>	<p>Narrative</p>	<p>Amount</p>
<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Additional funds will be utilized to enhance the Comprehensive After school tutoring and enrichment program. All students district wide Pre-K thru 12th grade will have access to after school tutoring for intensive focused instruction on English Language Arts and Math to address learning loss. Students will receive tutoring from certified teachers and Level 3 Educational Assistants. The district will partner with our Striving Readers Comprehensive Literacy (SRCL) & our Comprehensive Literacy State Development (CLSD) interventionists and coaches to provide targeted and extended instruction using the iReady, Read 180 and System 44</p>	<p>184,823.09</p>	<p>SRCS is committed to focusing on the Comprehensive After school tutoring and enrichment program. All students district wide Pre-K thru 12th grade will have access to after school tutoring for intensive focused instruction on English Language Arts and Math to address learning loss. Students will receive tutoring from certified teachers and Level 3 Educational Assistants. The district will partner with our Striving Readers Comprehensive Literacy (SRCL) & our Comprehensive Literacy State Development (CLSD) interventionists and coaches to provide targeted and extended instruction using the iReady, Read 180 and System 44</p>	<p>92,411.55</p>

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	<p>Reading programs adopted. Social Emotional lessons from the newly implemented district wide program, Capturing Kids Hearts will be extended into the I-LET program. Enrichment activities will be planned weekly. We will partner with our community schools staff to expose our students, who the majority come from a rural, low socio-economic county, to enhance and expand their learning experiences. In an effort to reward our staff that will be working and providing these services to our students during their non-contract hours and days off, we will be offering higher pay incentives. A budget sheet for the I-LET program will also be uploaded with this application on the district srlions.com website.</p>		<p>Reading programs adopted. Social Emotional lessons from the newly implemented district wide program, Capturing Kids Hearts will be extended into the I-LET program. Enrichment activities will be planned weekly and will partner with our community schools staff to expose our students, who the come from a rural, low socio-economic county, to enhance and expand their learning experiences. In an effort to reward our staff that will be working and providing these services to our students during their non-contract hours and days off, we will be offering higher pay incentives.</p>	
Individuals with Disabilities Education Act (IDEA)	Students with disabilities will have access to the increased learning and enrichment programs, all items, materials and resources throughout the district at all times.	0.00		0.00
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
		184,823.09		92,411.55

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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	SRCS will provide training and professional development on sanitizing and minimizing the spread of infectious diseases for all staff district wide	1,500.00		0.00

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Purchasing supplies to sanitize and clean the LEA's facilities	SRCS will utilize funding for purchasing supplies to sanitize and clean the SRCS facilities district wide.	5,000.00	SRCS will utilize funding for purchasing supplies to sanitize and clean the SRCS facilities district wide	5,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	SRCS will use funding for repairing and improving school facilities (focusing on out door areas) to reduce risk of virus transmission and exposure to environmental health hazards	185,000.00	SRCS will use funding for repairing and improving school facilities (focusing on outdoor areas) to reduce risk of virus transmission and exposure to environmental health hazards	52,000.00
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	SRCS will developing and implement procedures and systems to improve the preparedness and response efforts district wide. Focus plans are to upgrade school security systems to control access to school campuses, upgrade and add additional furniture to allow for social distancing, touchless water fountains at each school site, poster makers and laminators that allow for signage of Covid 19 safe protocols and information and to purchase additional Personal Protective Equipment PPE.	299,707.24	SRCS will developing and implement procedures and systems to improve the preparedness and response efforts district wide. Focus plans are to upgrade school security systems to control access to school campuses, upgrade and add additional furniture to allow for social distancing, touchless water fountains at each school site, poster makers and laminators that allow for signage of Covid 19 safe protocols and information and to purchase additional Personal Protective Equipment, PPE	175,000.00

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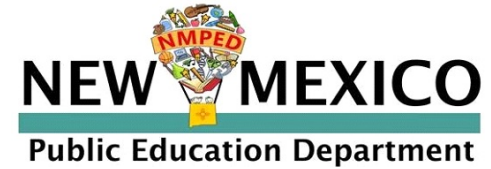


Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	SRCS will utilize funding for 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 district wide. Replacement and repair of existing technology purchased through previous two ESSER funding cycles will be the focus.	34,000.00	SRCS will utilize funding for 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 district wide.	15,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	Our Community Schools Grant funding will be utilized for this area and we will partner with them to support these efforts.	0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs	SRCS will utilize funding for planning and implementing activities related to supplemental programs such as providing instructional materials and supplies for enrichment activities	13,500.00	SRCS will utilize funding for planning and implementing activities related to supplemental programs and supplying instructional materials and supplies for enrichment activities	7,000.00

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Addressing learning loss	Addressing learning loss of students PK12th grade due to COVID-19. Students will participate in tutoring activities after school based upon academic needs. These amounts are included in learning loss 20% section	0.00		0.00
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	SRCS will provide professional development opportunities for administrators, teachers, educational assistants and support staff to strengthen and maintain operation and continuity of instructional services for all students that are enrolled in Santa Rosa Consolidated Schools.	30,000.00	SRCS will provide professional development opportunities for administrators, teachers, educational assistants and support staff to strengthen and maintain operation and continuity of instructional services for all students that are enrolled in Santa Rosa Consolidated Schools.	30,353.62
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		568,707.24		284,353.62

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	7/27/2021	8/5/2021	8/10/2021
Families	7/27/2021	8/5/2021	8/23/2021
School and district administrators (including Special Education administrators)	7/26/2021	9/16/2021	9/29/2021
Teachers	8/5/2021	8/9/2021	9/10/2021

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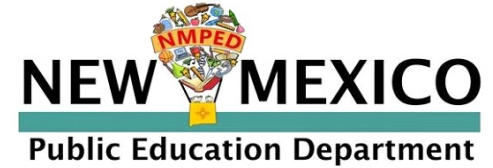


Principals	8/5/2021	8/9/2021	9/29/2021
School leaders	7/26/2021	9/16/2021	9/29/2021
Other educators	8/5/2021	8/9/2021	9/10/2021
School support personnel	8/5/2021	8/9/2021	9/10/2021
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	7/26/2021	9/16/2021	9/30/2021
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	7/27/2021	8/5/2021	9/10/2021
English learners	7/27/2021	8/5/2021	9/10/2021
Children experiencing homelessness	7/27/2021	8/5/2021	9/10/2021
Children in foster care	7/27/2021	8/5/2021	9/10/2021
Migratory students	7/27/2021	8/5/2021	9/10/2021
Children who are incarcerated			
Other underserved students	7/27/2021	8/5/2021	9/10/2021

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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.

*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.

Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	501,307.27	5.09	1.0509	0.00	24,280.65	501,307.27	477,026.62
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	1,002,614.55	5.09	1.0509	0.00	48,561.31	1,002,614.55	954,053.24

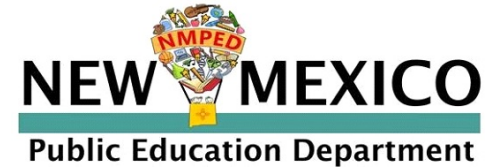
Required Information - GEPA

	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:</p>	<p>In order to comply with Section 427 of the General Education Provisions Act, Santa Rosa Consolidated School District will take the following steps to ensure equitable access to, and</p>

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<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- 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
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- 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
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

participation in, its federally assisted program for students, teachers, and all other program beneficiaries

Santa Rosa Consolidated School District understands the statute highlights in six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The District's current policies and practices have been established to eliminate barriers that may prevent their students, teachers, staff, and stakeholders, from access or participation in the federally funded project or activities submitted in the attached ARP Grant Application. In Santa Rosa Consolidated School District none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability, or age. All students, teachers and staff will have access to the activities under the ESSER funds as authorized by the Education Stabilization Fund under the

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CARES act. The district held various consultation meetings and gathered input from all stakeholders. District and school sites established activity priorities.

Students with disabilities or special needs are offered all services in the CARES Act ESSER fund projects. Santa Rosa Consolidated School District plans to continue its current policies and practices that direct barrier free programs. Its compliance with Section 427 of GEPA is based on these policies and practices. District staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participation.

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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (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>True</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>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>http://srlions.com/, SRCS District ReEntry Plan</p>
<p>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</p>	<p>True</p>
<p>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)</p>	<p>True</p>