

ARP Grant Application

2021-2022

LAS MONTANAS CHARTER



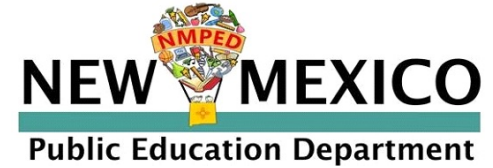
Contact Information		Budget Table	
District	LAS MONTANAS CHARTER	ARP ESSER Award 2/3 rd Allocation	402732.02
District Code	567	ARP ESSER Award 2/3 rd Debit	402732.02
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	caz.martinez@lasmontanashigh.com	ARP ESSER Award 1/3 rd Allocation	201366.01
Phone Contact	5755275916	ARP ESSER Award 1/3 rd Debit	201366.01
Application Status	In Process	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).	The student population at Las Montañas Charter High School is categorized as an underrepresented student group based on above average rates for poverty, student with disabilities, attendance, mobility, and trauma. Because of these challenges, Las Montañas will provide summer school in which the grade level core and foundational content	80,546.40	The student population at Las Montañas Charter High School is categorized as an underrepresented student group based on above average rates for poverty, student with disabilities, attendance, mobility, and trauma. Because of these challenges, Las Montañas will provide summer school in which the grade level	40,273.20

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will be personalized and tailored to each student. The design principles for our summer school will include a research based structure (https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_2.pdf) that will include a program that lasts at least 5 weeks, small class sizes, an engaging climate with positive student-adult relationships, enrichment activities working with academics, and high-quality curriculum materials.

This will be operationalized by identifying the students' individual needs, through which educators will create individualized learning pathways. Students will not be learning the same thing at the same time. The summer school curriculum will be constructed so that the most essential skills are learned with scaffolding. Educators will identify where the students need accelerated learning and provide the

core and foundational content will be personalized and tailored to each student. The design principles for our summer school will include a research based structure (https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_2.pdf) that will include a program that lasts at least 5 weeks, small class sizes, an engaging climate with positive student-adult relationships, enrichment activities working with academics, and high-quality curriculum materials.

This will be operationalized by identifying the students' individual needs, through which educators will create individualized learning pathways. Students will not be learning the same thing at the same time. The summer school curriculum will be constructed so that

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	<p>opportunity to get them back on track to graduation. During the summer school session, evidence-based strategies (https://www.wallacefoundation.org/knowledge-center/summer-learning/toolkit/pages/default.aspx) will be utilized such as one-on-one instruction, self-paced Google and Canvas classes, small group instruction and multiple forms of assessment.</p>		<p>the most essential skills are learned with scaffolding. Educators will identify where the students need accelerated learning and provide the opportunity to get them back on track to graduation. During the summer school session, evidence-based strategies (https://www.wallacefoundation.org/knowledge-center/summer-learning/toolkit/pages/default.aspx) will be utilized such as one-on-one instruction, self-paced Google and Canvas classes, small group instruction and multiple forms of assessment.</p>	
Activities to address the Social Emotional Needs of all students	Yes	40,000.00	Yes	20,000.00
Activities to address the Academic Needs of all students	Yes	40,546.40	Yes	20,273.20
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		80,546.40		40,273.20

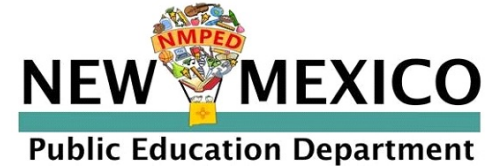
Additional Reserve Funds (Optional)

	<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>
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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).

The student population at Las Montañas Charter High School is categorized as an underrepresented student group based on above average rates for poverty, student with disabilities, attendance, mobility, and trauma. Because of these challenges, Las Montañas will provide summer school in which the grade level core and foundational content will be personalized and tailored to each student. This will be operationalized by identifying the students' individual needs, through which educators will create individualized learning pathways. Students will not be learning the same thing at the same time. The summer school curriculum will be constructed so that the most essential skills are learned with scaffolding. Educators will identify where the students need accelerated learning and provide the opportunity to get them back on track to graduation. During the summer school session, evidence-based strategies will be utilized such as one-on-one instruction, self-paced Google and Canvas classes, small group instruction and multiple forms of assessment.

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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	Yes	58,120.60	Yes	29,060.13

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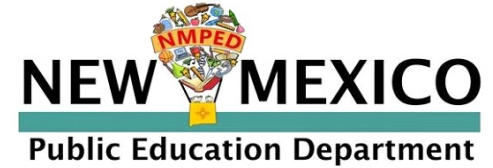


Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
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		58,120.60		29,060.13

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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.

	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
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.				
Elementary and Secondary Education Act (ESEA)		0.00		0.00
Individuals with Disabilities Education Act (IDEA)		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)	Career and Technical Education (CTE) provides broad exposure and optimal opportunity for students academic and economic success. Career and Technical Education creates a supportive community, aligned to the needs of students, businesses, industry, and economic development. The	100,000.00	Career and Technical Education (CTE) provides broad exposure and optimal opportunity for students academic and economic success. Career and Technical Education creates a supportive community, aligned to the needs of students, businesses, industry, and economic development. The	50,000.00

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negative impact that COVID-19 has had on both the community as well as students' ability to gain the skills necessary to become productive citizens, has led Las Montañas' focus on CTE. CTE resources will help close the gap that has been augmented by the pandemic. The surveys conducted with school stakeholders during the High School Redesign Network needs assessment resulted in interest in the fields of construction and education. Through these pathways, the student population will not only learn the skills necessary to excel in these fields but also contribute to the economic needs of the surrounding community. ESSER III resources within this area will result in a sustainable benefit to the school community by providing additional resources to support these trades as well as highly qualified personnel.

The funding used for the CTE program will establish facilities for the construction pathway classes. Since this is the first year of implementation for the CTE Construction Pathway, funding is needed to purchase a shed to house materials and tools, a shop space to conduct activities, and safety equipment for staff and students. Research shows that career pathway programs support students in moving out of poverty and "career pathway programs can improve the

negative impact that COVID-19 has had on both the community as well as students' ability to gain the skills necessary to become productive citizens, has led Las Montañas' focus on CTE. CTE resources will help close the gap that has been augmented by the pandemic. The surveys conducted with school stakeholders during the High School Redesign Network needs assessment resulted in interest in the fields of construction and education. Through these pathways, the student population will not only learn the skills necessary to excel in these fields but also contribute to the economic needs of the surrounding community. ESSER III resources within this area will result in a sustainable benefit to the school community by providing additional resources to support these trades as well as highly qualified personnel.

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	<p>education and earnings of low-skilled adults by providing well-articulated training steps tailored to jobs in demand locally along with guidance and other supports” (PACE, 2014). Offering expanded CTE opportunities through facility improvement will address the academic impact of lost instructional time by motivating students towards a purpose of acquiring a technical skill. This could lead to career opportunities while fulfilling other academic requirements towards graduation. The students being served in the CTE pathways at Las Montañas are students that come from low-income families, students of color, students who are English Learners, and students with disabilities. As mentioned in other areas of this application, these are the students that Las Montañas serves at a disproportionate rate compared to local district and state averages.</p>	<p>100,000.00</p>	<p>and earnings of low-skilled adults by providing well-articulated training steps tailored to jobs in demand locally along with guidance and other supports” (PACE, 2014). Offering expanded CTE opportunities through facility improvement will address the academic impact of lost instructional time by motivating students towards a purpose of acquiring a technical skill. This could lead to career opportunities while fulfilling other academic requirements towards graduation. The students being served in the CTE pathways at Las Montañas are students that come from low-income families, students of color, students who are English Learners, and students with disabilities. As mentioned in other areas of this application, these are the students that Las Montañas serves at a disproportionate rate compared to local district and state averages.</p>	<p>50,000.00</p>
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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	Supplies and equipment will be purchased to sanitize and clean the school facility to mitigate the spread of COVID-19 in the school community. Supplies and equipment includes PPE, hand sanitizer, and sanitizing equipment.	8,000.00	Supplies and equipment will be purchased to sanitize and clean the school facility to mitigate the spread of COVID-19 in the school community. Supplies and equipment includes PPE, hand sanitizer, and sanitizing equipment.	3,172.69
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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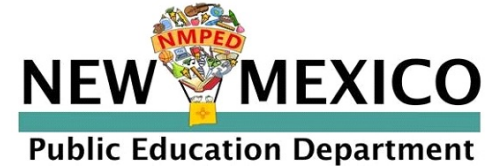


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Las Montañas is purchasing Google Chromebooks for each student as well as a set of devices that are available for in-person learning for every student and replacements. This will ensure a one-to-one digital device, capable of meeting remote learning or in-person learning needs of every student. Because the student population at Las Montañas is largely at-risk, this purchase will close the digital divide. Included in this request are also technology devices to support every teacher and software needed to provide high quality virtual learning.</p>	<p>40,000.00</p>	<p>Las Montañas is purchasing Google Chromebooks for each student as well as a set of devices that are available for in-person learning for every student and replacements. This will ensure a one-to-one digital device, capable of meeting remote learning or in-person learning needs of every student. Because the student population at Las Montañas is largely at-risk, this purchase will close the digital divide. Included in this request are also technology devices to support every teacher and software needed to provide high quality virtual learning.</p>	<p>20,000.00</p>
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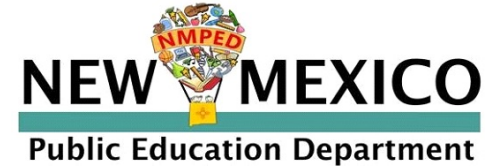


<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>The Las Montañas High School Redesign Network program includes a focus on social-emotional learning through the development of a Student Learning Community (SLC). All students at Las Montañas are required to attend this class and is part of the students’ daily schedule and is the same length as other class periods. This class is dedicated to engaging the students in social-emotional learning as well as college and career readiness. The requested funds will be used to develop curriculum specific to the needs of the students as well as provide training for staff with regards to the CASEL School Guide and trainings and professional development with regards to positive behavioral interventions, restorative justice frameworks and alternatives to suspension practices. The funds will also be utilized to establish a Juvenile and Assessment Reporting Center (JARC) to evaluate and case manage students.</p>	<p>34,160.32</p>	<p>The Las Montañas High School Redesign Network program includes a focus on social-emotional learning through the development of a Student Learning Community (SLC). All students at Las Montañas are required to attend this class and is part of the students’ daily schedule and is the same length as other class periods. This class is dedicated to engaging the students in social-emotional learning as well as college and career readiness. The requested funds will be used to develop curriculum specific to the needs of the students as well as provide training for staff with regards to the CASEL School Guide and trainings and professional development with regards to positive behavioral interventions, restorative justice frameworks and alternatives to suspension practices. The funds will also be utilized to establish a Juvenile and Assessment Reporting Center (JARC) to evaluate and case manage students.</p>	<p>16,666.66</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>
<p>Addressing learning loss</p>		<p>0.00</p>		<p>0.00</p>

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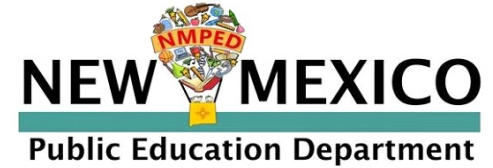
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Funds will be used to address different learning needs of students due to lost instructional time and historical inequities by utilizing more adults in the classroom. These additional highly qualified staff will guarantee that students receive small group instruction in math. This need is evidenced by school data. Funds will also be utilized for additional personnel to address the cleaning and sanitizing of the school facility.	81,904.70	Funds will be used to address different learning needs of students due to lost instructional time and historical inequities by utilizing more adults in the classroom. These additional highly qualified staff will guarantee that students receive small group instruction in math. This need is evidenced by school data. Funds will also be utilized for additional personnel to address the cleaning and sanitizing of the school facility.	42,193.33
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		164,065.02		82,032.68

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	8/17/2021	8/18/2021	9/9/2021
	Families	8/17/2021	8/18/2021	9/9/2021
	School and district administrators (including Special Education administrators)	8/17/2021	8/18/2021	9/9/2021
	Teachers	8/17/2021	8/18/2021	9/9/2021
	Principals	8/17/2021	8/18/2021	9/9/2021

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School leaders	8/17/2021	8/18/2021	9/9/2021
Other educators	8/17/2021	8/18/2021	9/9/2021
School support personnel	8/17/2021	8/18/2021	9/9/2021
Unions	8/17/2021	8/18/2021	9/9/2021
Tribes(if applicable)			9/9/2021
Civil rights organizations (including disability rights organizations)	8/17/2021	8/18/2021	9/9/2021
Superintendents	8/17/2021	8/18/2021	9/9/2021
Charter school leaders (if applicable)	8/17/2021	8/18/2021	9/9/2021
Stakeholders representing the interests of:			
Children with disabilities	8/17/2021	8/18/2021	9/9/2021
English learners	8/17/2021	8/18/2021	9/9/2021
Children experiencing homelessness	8/17/2021	8/18/2021	9/9/2021
Children in foster care	8/17/2021	8/18/2021	9/9/2021
Migratory students	8/17/2021	8/18/2021	9/9/2021
Children who are incarcerated	8/17/2021	8/18/2021	9/9/2021
Other underserved students	8/17/2021	8/18/2021	9/9/2021

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.

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*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	No	201,366.01	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	402,732.02	8	1.08	0.00	0.00	0.00	0.00

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: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • 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 <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on 	<p>Providing students with access to technology and internet services for every student will help address systemic barriers to equitable access experienced by students and families. Moreover, LMCHS will contract with local service agencies to provide mental health and social services to support students and their families who currently do not have access to these resources. If awarded, funds will be used to invest in technology, professional development, and</p>

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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

other resources required to hold face to face or remote learning for students.

Because a significant portion of our students are at or below the poverty level, LMCHS will provide funds for professional development that will assist teachers and staff in deeper understandings of poverty, and its effects while at the same time assisting them to develop teaching strategies that meaningfully engage students who are experiencing poverty. LMCHS will ensure that no student will be denied participation based on gender, race, national origin, color, disability or age.

Our school will use grant funds to purchase internet access services. Because a significant portion of our students are at or below the poverty level, we will provide funds to assist families who cannot afford internet access in their homes.

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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>https://www.lasmontanashigh.com/, https://www.lasmontanashigh.com/</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>