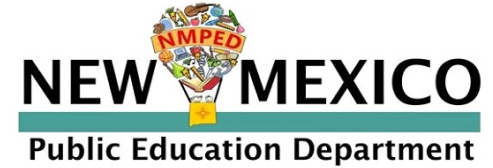


ARP Grant Application

2021-2022

CESAR CHAVEZ COMMUNITY SCHOOL



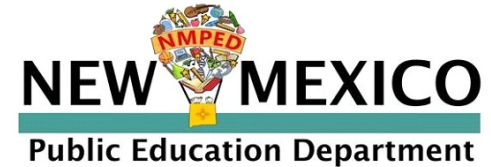
| Contact Information | | Budget Table | |
|---------------------------|--------------------------------|--|-----------|
| District | CESAR CHAVEZ COMMUNITY SCHOOL | ARP ESSER Award 2/3 rd Allocation | 448382.14 |
| District Code | 512 | ARP ESSER Award 2/3 rd Debit | 448382.14 |
| District Type | State Charter | ARP ESSER Award 2/3 rd Balance | 0.00 |
| Email Address | tarness@cesarchavezcharter.net | ARP ESSER Award 1/3 rd Allocation | 258757.99 |
| Phone Contact | 505-877-0558 | ARP ESSER Award 1/3 rd Debit | 258757.99 |
| Application Status | Approve | 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). | 100% of our students are under-represented including 100% free lunch, 84% Latinx and large numbers of SWD's and ELL students. 20% or more of funds will go toward an Educational Assistant position to provide one on one tutoring for students struggling academically as well as toward a Social Worker/Counselor position to provide extra social | 89,676.43 | 100% of our students are under-represented including 100% free lunch, 84% Latinx and large numbers of SWD's and ELL students. 20% or more of funds will go toward an Educational Assistant position to provide one on one tutoring for students struggling academically as well as toward a Social | 51,751.60 |

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emotional support. Students who need extra emotional support are identified through IEP's, staff, parent, or student referrals, discipline referrals, school-wide survey and by request. As per researched based best practice, our Tutoring is conducted at school (Zoom), during school hours, and scheduled daily for at least 30 minutes each

Our tutoring is conducted by teachers and professional Educational Assistants who are well trained and supervised.

CCCS's tutoring model is based off of research by Brown University:

https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf

<https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

"Findings revealed the essence of academic motivation—namely, the importance of relationships in nurturing such motivation.

Worker/Counselor position to provide extra social emotional support.

As per researched based best practice, our Tutoring is conducted at school (Zoom), during school hours, and scheduled daily for at least 30 minutes each.

Our tutoring is conducted by teachers and professional Educational Assistants who are well trained and supervised.

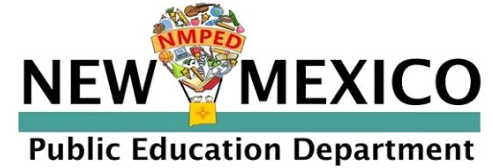
<https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

"Findings revealed the essence of academic motivation—namely, the importance of relationships in nurturing such motivation. Implications highlight caring relationships as a key factor, fostered through dropout prevention programs that use

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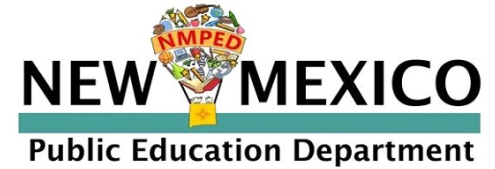


| | | | | |
|--|--|----------|---|----------|
| | <p>Implications highlight caring relationships as a key factor, fostered through dropout prevention programs that use counseling. Additional implications include the use of career interventions to construct future orientations, the influence of family, and the need for assistance to gain academic self-efficacy.” https://eric.ed.gov/?id=EJ859333</p> <p>To determine if our interventions are working, we will utilize interim assessments 3 times a year to measure growth. We will also evaluate student attendance and credit earning. We will assess each year and adjust if not meeting growth goals.</p> | | <p>counseling. Additional implications include the use of career interventions to construct future orientations, the influence of family, and the need for assistance to gain academic self-efficacy.” https://eric.ed.gov/?id=EJ859333</p> | |
| Activities to address the Social Emotional Needs of all students | Yes | 4,483.82 | Yes | 2,587.58 |
| Activities to address the Academic Needs of all students | Yes | 4,483.82 | Yes | 2,587.58 |
| 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 | Yes | 80,708.79 | Yes | 46,576.44 |
| 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 | | 89,676.43 | | 51,751.60 |

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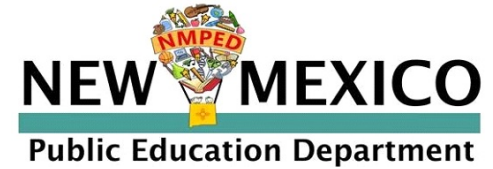
Additional Reserve Funds (Optional)

| | Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1: | | Narrative Response Directions: -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”)) | 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 |

Activities to Address Needs

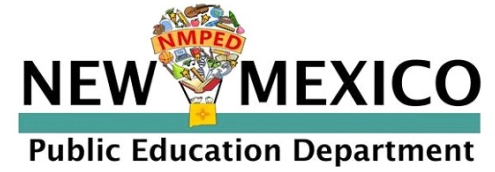
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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. | 2/3 Amount Allocations | | 1/3 Amount Allocations | |
| | Narrative | Amount | Narrative | Amount |
| Elementary and Secondary Education Act (ESEA) | | 0.00 | | 0.00 |

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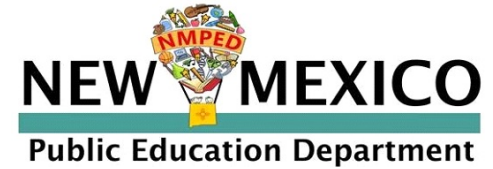


| | | | | |
|--|--|-------------|--|-------------|
| Individuals with Disabilities Education Act (IDEA) | | 0.00 | | 0.00 |
| Adult Education and Family Literacy Act (AEFLA) | | 0.00 | | 0.00 |
| Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE) | | 0.00 | | 0.00 |
| | | 0.00 |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

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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

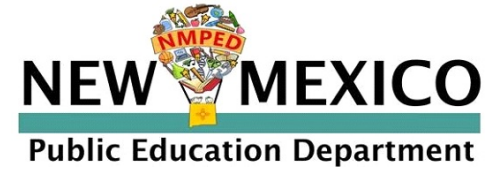
ARP ESSER 1/3

| | 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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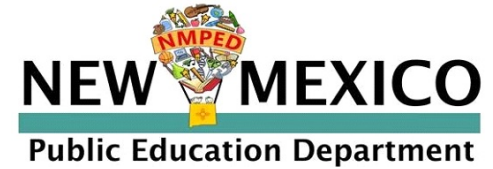


| | | | | |
|--|--|------|--|------|
| Purchasing supplies to sanitize and clean the LEA's facilities | | 0.00 | | 0.00 |
| Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards | | 0.00 | | 0.00 |
| Improving indoor air quality | | 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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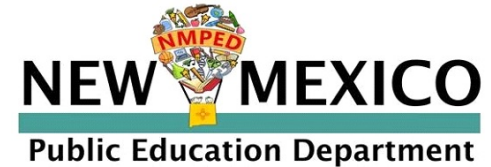


| | | | | |
|---|--|-------------------|--|-------------------|
| <p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p> | <p>Our school is meeting the educational technology needs of our community by utilizing a combination of CARES I, II, Special Capital Outlay, Appleseed Grant, and IM Allocations. In so doing, we are able to ensure that every student has interactive technology at home, such as Chromebooks, as well as support for wi-fi connectivity. We have also purchased education software to serve student learning needs. Our technology aids in regular and substantive education interaction between students and their teachers, including students from low-income families, English Language Learner students and Students with disabilities.</p> | <p>0.00</p> | <p>Our school is meeting the educational technology needs of our community by utilizing a combination of CARES I, II, Special Capital Outlay, Appleseed Grant, and IM Allocations. In so doing, we are able to ensure that every student has interactive technology at home, such as Chromebooks, as well as support for wi-fi connectivity. We have also purchased education software to serve student learning needs. Our technology aids in regular and substantive education interaction between students and their teachers, including students from low-income families, English Language Learner students and Students with disabilities.</p> | <p>0.00</p> |
| <p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p> | | <p>0.00</p> | | <p>0.00</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> |
| <p>Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and</p> | <p>In order to increase learning and help navigate through potential learning loss, we are maintaining small classes (with a maximum of 17 students) and also</p> | <p>358,705.71</p> | <p>In order to increase learning and help navigate through potential learning loss, we are maintaining small classes (with a maximum of 17 students) and</p> | <p>207,006.39</p> |

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school staff

utilizing educational assistants to provide extra support in many of our classes. We are utilizing funds to continue to employ school staff for these purposes, including an Educational Assistant position which was previously funded through a grant which has since expired. 100% of our students are under-represented including 100% free lunch, 84% Latinx and large numbers of SWD's and ELL students. 20% or more of funds will go toward an Educational Assistant position to provide one on one tutoring for students struggling academically as well as toward a Social Worker/Counselor position to provide extra social emotional support. As per researched based best practice, our Tutoring is conducted at school (Zoom), during school hours, and scheduled daily for at least 30 minutes each. Our tutoring is conducted by teachers and professional Educational Assistants who are well trained and supervised. <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

"Findings revealed the essence of academic motivation—namely, the importance of relationships in nurturing

also utilizing educational assistants to provide extra support in many of our classes. We are utilizing funds to continue to employ school staff for these purposes, including an Educational Assistant position which was previously funded through a grant which has since expired.

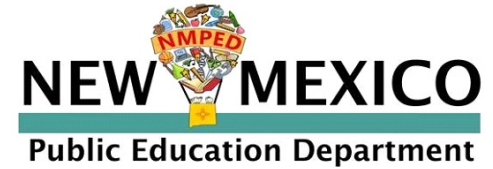
100% of our students are under-represented including 100% free lunch, 84% Latinx and large numbers of SWD's and ELL students. 20% or more of funds will go toward an Educational Assistant position to provide one on one tutoring for students struggling academically as well as toward a Social Worker/Counselor position to provide extra social emotional support. As per researched based best practice, our Tutoring is conducted at school (Zoom), during school hours, and scheduled daily for at least 30 minutes each.

Our tutoring is conducted by teachers and professional Educational Assistants who are well trained and supervised. <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

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| | | | | |
|---|--|-------------------|---|-------------------|
| | such motivation. Implications highlight caring relationships as a key factor, fostered through dropout prevention programs that use counseling. Additional implications include the use of career interventions to construct future orientations, the influence of family, and the need for assistance to gain academic self-efficacy.” https://eric.ed.gov/?id=EJ859333 | | "Findings revealed the essence of academic motivation—namely, the importance of relationships in nurturing such motivation. Implications highlight caring relationships as a key factor, fostered through dropout prevention programs that use counseling. Additional implications include the use of career interventions to construct future orientations, the influence of family, and the need for assistance to gain academic self-efficacy.” https://eric.ed.gov/?id=EJ859333 | |
| 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 | | 358,705.71 | | 207,006.39 |

| 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 | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| | Families | 2/25/2021 | 3/17/2021 | 4/29/2021 |
| | School and district administrators (including Special Education administrators) | 3/11/2021 | 4/22/2021 | 5/13/2021 |

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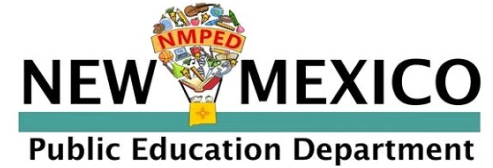


| | | | |
|--|-----------|-----------|-----------|
| Teachers | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Principals | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| School leaders | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Other educators | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| School support personnel | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Unions | | | |
| Tribes(if applicable) | | | |
| Civil rights organizations (including disability rights organizations) | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Superintendents | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Charter school leaders (if applicable) | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Stakeholders representing the interests of: | | | |
| Children with disabilities | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| English learners | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Children experiencing homelessness | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Children in foster care | 3/11/2021 | 4/22/2021 | 5/13/2021 |
| Migratory students | | | |
| Children who are incarcerated | | | |
| Other underserved students | 3/11/2021 | 4/22/2021 | 5/13/2021 |

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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 | No | 224,191.07 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |
| ARP ESSER 2/3 rd Indirect Cost Rate | No | 448,382.14 | 8 | 1.08 | 0.00 | 0.00 | 0.00 | 0.00 |

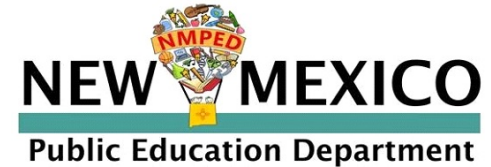
Required Information - GEPA

| | Required Narrative |
|--|--|
| 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. | CCCS will use funds to overcome potential barriers to full and equitable access by providing one on one tutoring for all students during school extended hours, as well as providing professional development for school staff to develop practices of equity in education and |

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For examples of applicable, relevant, acceptable responses, please see:
<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

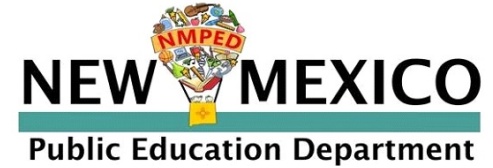
CTE. CCCS anticipates barriers of families within Lower Socio-economic status groups will struggle with attendance due to added stressors at home as well as the need for teenage children to work to help support their families. We address this barrier by paying for an Attendance Interventionist Position at the school as well as enough staff to provide mentoring to every student/family enrolled. Tutoring, to help students catch up on missed work, is provided daily during regular school hours and outside of scheduled class times. Social emotional barriers can stop a student from being willing or ready to engage in school at all and we address this by prioritizing this need and addressing mental health needs as we continue to provide academic supports. Further, it has been a barrier to find and hire highly qualified staff for the necessary positions; we have addressed this by advertising widely over as much time as possible.

CCCS has provided the following trainings: New Mexico Summer Equity courses through NAPE, English Language Learner Training through SREB, and Cultural and Linguistical Responsiveness Training with Sharroky Hollie.

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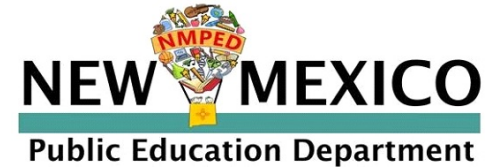


| | | |
|--|-------------|--|
| <p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 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>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> | |

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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.

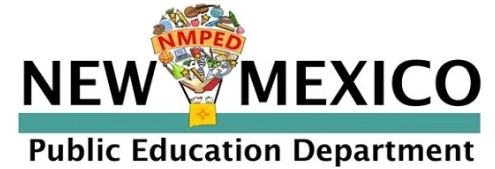
In the fields below, please provide a link to the LEA's most current posted plan on the LEA's website, and the date the plan was posted to the LEA's website.

| | | |
|-----------------------------|---|------------|
| First Posting | https://edbf6916-abf1-464e-ac32-3a98f3357a53.filesusr.com/ugd/5c9ecd_8444b531b3f048bc9b529cde18af3ca8.pdf , CCC - Re-entry Plan | |
| Second Posting (if needed*) | https://www.cesarchavezcharter.net/_files/ugd/5c9ecd_31635e1a86264aa885df12754036b1a1.pdf , Continuation of Services Plan | 11/29/2021 |
| Third Posting (if needed*) | | |

ARP Grant Application

2021-2022

CESAR CHAVEZ COMMUNITY SCHOOL



| | | |
|--|------|--|
| Fourth Posting (if needed*) | | |
| Fifth Posting (if needed*) | | |
| Sixth Posting (if needed*) | | |
| Seventh Posting (if needed*) | | |
| 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 | |

Posting of LEA's ARP ESSER III Application to the LEA's Website

| District | Date | Please provide a link to the LEA s ARP ESSER III application on the LEA s website |
|-------------------------------|------------|--|
| CESAR CHAVEZ COMMUNITY SCHOOL | 10/21/2021 | http://www.cesarchavezcharter.net , ARP Application Posted |