

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



Contact Information		Budget Table	
District	CARLSBAD	ARP ESSER Award 2/3 rd Allocation	5584005.17
District Code	020	ARP ESSER Award 2/3 rd Debit	5584005.17
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	allison.hervol@carlsbadschools.net	ARP ESSER Award 1/3 rd Allocation	2792002.58
Phone Contact	5752343300	ARP ESSER Award 1/3 rd Debit	2792002.58
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).	ESSER III funding will be used to provide a clean, safe learning environment for At-Risk student populations. We are using funds to support our students, families and staff in dealing with mental and emotional stress due to COVID 19. We will look for resources or people to best provide the support that is needed during this difficult time.	1,116,801.03	ESSER III funding will be used to provide a clean, safe learning environment for At-Risk student populations. We are using funds to support our students, families and staff in dealing with mental and emotional stress due to COVID 19. We will look for resources or people to best provide	558,400.52

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



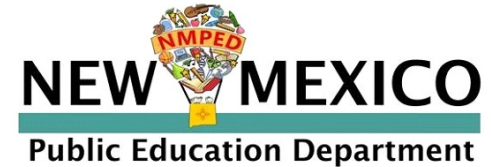
We have additional dollars available to support our most at-risk populations. We will use these funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate 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). Through our work with WestED we revamped our curriculum maps to accelerate learning and focus on priority standards. https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf We used the NMPED Roadmap to Accelerated Learning and

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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



Renewal to guide our work and partnered with our WestED coaches to facilitate the maps with our staff.

https://webnew.ped.state.nm.us/wpcontent/uploads/2021/03/NMPED_Academic_Roadmap_2021.pdf

With our ESSER II funds we hired content specialists to help support this work in the classroom by mentoring staff and providing strategies for quality instruction. We also continue to work with WestED to implement instructional change and acceleration through our PLCs, and Achievement Network to support teachers with strong instructional tools. Our goal to move instructions forward will be implemented by administering short cycle assessments and reviewing student data. Teachers will identify interventions for our most at-risk population. This may include providing small group or 1-1 tutoring, small group interventions, and just in

accelerate learning and focus on priority standards.

[https://tntp.org/assets/set-](https://tntp.org/assets/set-resources/TNTP_Learning-Acceleration_Guide_Final.pdf)

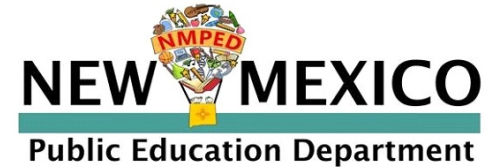
[resources/TNTP_Learning-Acceleration_Guide_Final.pdf](https://webnew.ped.state.nm.us/wpcontent/uploads/2021/03/NMPED_Academic_Roadmap_2021.pdf) We used the NMPED Roadmap to Accelerated Learning and Renewal to guide our work and partnered with our WestED coaches to facilitate the maps with our staff.

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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



time intervention supports. We will use the funds to hire retired teachers and other degreed individuals to provide tutoring and interventions during the school day. For effective tutoring we will follow the four principles as outline in the article, Learning in the Time of COVID-19

<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right>.

1. Employs certified classroom teachers when available (whether currently teaching or not), or paraprofessional staff, such as existing paraprofessionals, teacher candidates enrolled in preparation programs, or well-trained tutors who earn a stipend, such as AmeriCorps members;
2. Is provided at least 3 days per week for at least 30 minutes, as part of the regular school day, in groups of 5 or fewer;
3. Invests in staff capacity building by providing quality

Network to support teachers with strong instructional tools. Our goal to move instructions forward will be implemented by administering short cycle assessments and reviewing student data. Teachers will identify interventions for our most at-risk population. This may include providing small group or 1-1 tutoring, small group interventions, and just in time intervention supports. We will use the funds to hire retired teachers and other degreed individuals to provide tutoring and interventions during the school day. For effective tutoring we will follow the four principles as outline in the article, Learning in the Time of COVID-19

1. Employs certified

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



training and ongoing support; and

4. Builds relationships among students, tutors, and teachers through structured time that is well-aligned with regular classroom curriculum.

We will also provide after school tutoring for these student groups with our high quality adopted instructional materials. These funds will be used to procure resources/curriculum to aid and mitigate student-learning loss. Additionally the funds will be used to provide summer school or summer enrichment activities to support our at-risk students. These summer programs will follow an enrichment program with SEL supports and hands on learning. Our goal will be to engage students in rigorous grade level instruction, accelerate learning with just in time interventions, make connections with students by meeting the social and emotional needs and work with families to bridge barriers

classroom teachers when available (whether currently teaching or not), or paraprofessional staff, such as existing paraprofessionals, teacher candidates enrolled in preparation programs, or well-trained tutors who earn a stipend, such as AmeriCorps members;

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3. Invests in staff capacity building by providing quality training and ongoing support; and

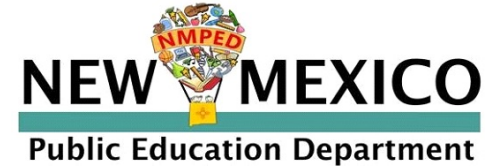
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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



and close instructional gaps. We will continually monitor students growth and performance with formative assessments and hands on projects. Our guidance comes from page 22 and 23 of the ED COVID 19 Handbook. <https://www2.ed.gov/documents/coronaviruses/reopening-2.pdf> Additionally we will use the funds to evaluate our programs that support our at-risk populations and identify what resources are necessary to support our students and staff in order to promote academic growth, address learning loss and provide social- emotional support. \$210,000 will be provided to our district Charter School, JMA.

These funds will be used to procure resources/curriculum to aid and mitigate student-learning loss. Additionally the funds will be used to provide summer school or summer enrichment activities to support our at-risk students. These summer programs will follow an enrichment program with SEL supports and hands on learning. Our goal will be to engage students in rigorous grade level instruction, accelerate learning with just in time interventions, make connections with students by meeting the social and emotional needs and work with families to bridge barriers and close instructional gaps. We will continually monitor students growth and performance with formative assessments and hands on projects. Our guidance comes from page

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS

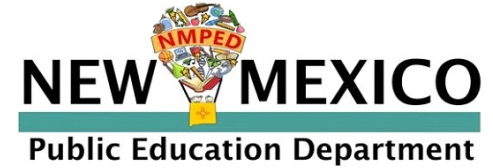


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Activities to address the Social Emotional Needs of all students	Yes	20,000.00	Yes	10,000.00
Activities to address the Academic Needs of all students	Yes	584,301.03	Yes	312,150.52
Activities that go above and beyond all services offered to all students 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)	Yes	50,000.00	Yes	20,000.00
Students from low-income families	Yes	50,000.00	Yes	20,000.00

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	Yes	200,000.00	Yes	95,000.00
English learners	Yes	200,000.00	Yes	95,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	10,000.00	Yes	5,000.00
Migratory students	Yes	1,000.00	Yes	500.00
Students experiencing homelessness	Yes	1,000.00	Yes	500.00
Children and youth in foster care	Yes	500.00	Yes	250.00
Sub Totals		1,116,801.03		558,400.52

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</p>	<p>ESSER III funding will be used to provide a clean, safe learning environment for At-Risk student populations. We are using funds to support our students, families and staff in dealing with mental and emotional stress due to COVID 19. We will look for resources or people to best provide the support that is needed during this difficult time.</p>	<p>ESSER III funding will be used to provide a clean, safe learning environment for At-Risk student populations. We are using funds to support our students, families and staff in dealing with mental and emotional stress due to COVID 19. We will look for resources or people to best provide the support that is needed during this difficult time.</p>

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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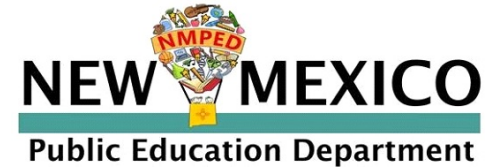
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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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2. Is provided at least 3 days per week for at least 30 minutes, as part of the regular school day, in groups of 5 or fewer;
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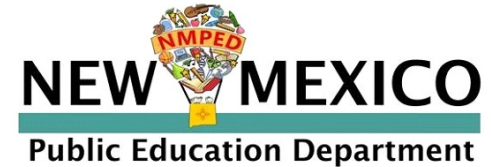
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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS

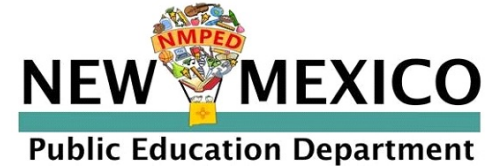


		\$210,000 will be provided to our district Charter School, JMA.	https://www2.ed.gov/documents/coronavirus/reopening-2.pdf Additionally we will use the funds to evaluate our programs that support our at-risk populations and identify what resources are necessary to support our students and staff in order to promote academic growth, address learning loss and provide social- emotional support. \$210,000 will be provided to our district Charter School, JMA.	
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	20,698.97	Yes	2,849.48
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		No	0.00
English learners	No		No	0.00

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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		20,698.97		2,849.48

Activities to Address Needs

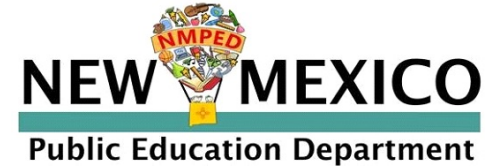
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 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)	We are using professional development dollars to support our staff in providing high quality, research based instruction in all learning environments. We are partnering with Achievement Network to support our instruction and equitable access for all students. Our work with Achievement	1,600,000.00	We are using professional development dollars to support our staff in providing high quality, research based instruction in all learning environments. We are partnering with Achievement NetwWe are using professional development dollars to support our staff in providing high quality, research	400,000.00

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



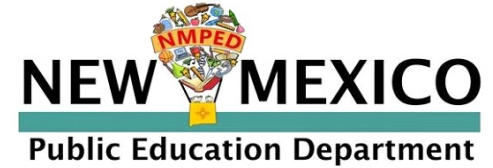
Network will help our staff provide just in time interventions and improve their instructional strategies in order to meet their students' learning needs. Our work with WestEd will continue to promote professionalWe are using professional development dollars to support our staff in providing high quality, research based instruction in all learning environments. We are partnering with Achievement Network to support our instruction and equitable access for all students. Our work with Achievement Network will help our staff provide just in time interventions and improve their instructional strategies in order to meet their students' learning needs. Our work with WestEd will continue to promote professional learning communities. We will also use our Instructional Specialists and Coaches to move our curriculum mapping work forward. With aligned high quality materials in every classroom we can begin to close learning gaps for all of our students. We will also move to an Academy Model at the secondary level and provide support and professional development to our staff during this transition. We will use project based learning to engage our students in their education and provide professional learning to our staff. We will support both teachers and administrators with professional learning

based instruction in all learning environments. We are partnering with Achievement Network to support our instruction and equitable access for all students. Our work with Achievement Network will help our staff provide just in time interventions and improve their instructional strategies in order to meet their students' learning needs. Our work with WestEd will continue to promote professional learning communities. We will also use our Instructional Specialists and Coaches to move our curriculum mapping work forward. With aligned high quality materials in every classroom we can begin to close learning gaps for all of our students. We will also move to an Academy Model at the secondary level and provide support and professional development to our staff during this transition. We will use project based learning to engage our students in their education and provide professional learning to our staff. We will support both teachers and administrators with professional learning opportunities to promote education and professional growth for everyone within our organization. These funds may be used to support families with online and blended learning as well. We have additional dollars available to support our most at-risk populations. We will use these funds to support those students

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS

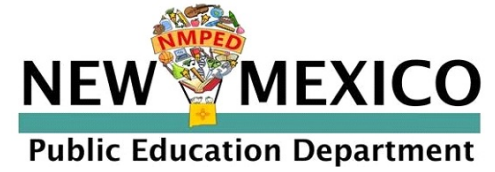


	<p>opportunities to promote education and professional growth for everyone within our organization. These funds may be used to support families with online and blended learning as well.</p> <p>We have additional dollars available to support our most at-risk populations. We will use these funds to support 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. We will provide tutoring and small group interventions to support these students in their learning loss and to help them make educational gains. We will use the funds to hire retired teachers to provide small group tutoring and instruction. We will provide after school tutoring for all student but specifically focusing on our most at risk populations. These funds will also be used to procure resources/curriculum to aid and mitigate student learning loss.</p>		<p>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. We will provide tutoring and small group interventions to support these students in their learning loss and to help them make educational gains. We will use the funds to hire retired teachers to provide small group tutoring and instruction. We will provide after school tutoring for all student but specifically focusing on our most at risk populations. These funds will also be used to procure resources/curriculum to aid and mitigate student learning loss.</p>	
<p>Individuals with Disabilities Education Act (IDEA)</p>		<p>25,000.00</p>		<p>25,000.00</p>

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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
		1,625,000.00		425,000.00

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



Purchasing supplies to sanitize and clean the LEA's facilities	This amount will be used for custodial supplies, sanitation supplies	150,000.00	This amount will be used for custodial supplies, sanitation supplies, and necessary equipment for cleaning. It may include additional PPE supplies.	50,000.00
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	HVAC Systems updates	700,000.00	HVAC Systems updates	300,000.00
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

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>These funds will be used to support our schools in their contact tracing efforts. We will have school based tracing teams to contact parents, students and families. We have learned that this requires time outside of contract hours and staff will be paid for their time. We also have custodians and maintenance staff who must clean and disinfect on the weekends or after hours if necessary. We have had to add a COVID increment to our sub pay in order to have enough subs available to cover classes when teachers are quarantined. We also had to increase our noon duty support to ensure social distancing in the cafeteria and outside. Use of Germinix to disinfect and treat buildings and playgrounds. We will also provide tents to our schools that need it to expand their cafeteria area to include outside dining.</p>	<p>650,000.00</p>	<p>These funds will be used to support our schools in their contact tracing efforts. We will have school based tracing teams to contact parents, students and families. We have learned that this requires time outside of contract hours and staff will be paid for their time. We also have custodians and maintenance staff who must clean and disinfect on the weekends or after hours if necessary. We have had to add a COVID increment to our sub pay in order to have enough subs available to cover classes when teachers are quarantined. We also had to increase our noon duty support to ensure social distancing in the cafeteria and outside. Use of Germinix to disinfect and treat buildings and playgrounds. We will also provide tents to our schools that need it to expand their cafeteria area to include outside dining.</p>	<p>300,000.00</p>
<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>		<p>0.00</p>		<p>0.00</p>

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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)	Staffing, technology devices for students and staff. Online programs that may need to be purchased to support remote learning.	10,000.00	Staffing, technology devices for students	10,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	The funds will be for mental health supports for students and staff.	160,000.00	The funds will be for mental health supports for students and staff.	80,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs	These funds will be used for summer and afterschool learning such as tutoring or summer instruction. They will be used for planning, curriculum, staffing and busing.	165,139.50	These funds will be used for summer and afterschool learning such as tutoring or summer instruction. They will be used for planning, curriculum, staffing and busing.	150,000.00
Addressing learning loss	These funds will be used for tutoring, credit recovery, interventionists and possible supplemental curriculum/materials.	110,000.00	These funds will be used for tutoring, credit recovery, interventionists and possible supplemental curriculum/materials	37,569.75

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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	These funds will be available for staff stipends, hard to staff positions and staff necessary to maintain operations including a bookkeeper for ESSER funds.	400,000.00	These funds will be available for staff stipends, hard to staff positions and staff necessary to maintain operations including a bookkeeper for ESSER funds.	616,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.	This amount will be used to hire a Health and Safety Officer for the district. This person will coordinate surveillance and contact tracing in response to COVID 19. This person will handle district and building level responses to COVID 19. The Health and Safety Officer will also coordinate closely with public health officials and guide district policies to prevent, prepare for and respond to COVID 19. Additional staff may be necessary as we move to hybrid and full time in-person learning.	240,000.00	This amount will be used to hire a Health and Safety Officer for the district. This person will coordinate surveillance and contact tracing in response to COVID 19. This person will handle district and building level responses to COVID 19. The Health and Safety Officer will also coordinate closely with public health officials and guide district policies to prevent, prepare for and respond to COVID 19. Additional staff may be necessary as we move to hybrid and full time in-person learning.	144,000.00
Sub Totals		2,585,139.50		1,687,569.75

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	6/3/2021	8/10/2021	
Families	6/3/2021	8/10/2021	
School and district administrators (including Special Education administrators)	6/3/2021	7/15/2021	
Teachers	6/3/2021	7/23/2021	

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS

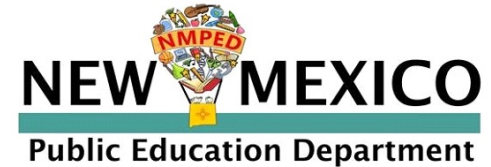


Principals	6/3/2021	7/15/2021	
School leaders	6/3/2021	7/15/2021	
Other educators	6/3/2021	7/23/2021	
School support personnel	6/3/2021	7/23/2021	
Unions	6/3/2021	7/23/2021	
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	6/3/2021	8/10/2021	
Superintendents	6/3/2021	7/15/2021	
Charter school leaders (if applicable)	6/3/2021		
Stakeholders representing the interests of:			
Children with disabilities	6/3/2021	8/10/2021	
English learners	6/3/2021	8/10/2021	
Children experiencing homelessness	6/3/2021	8/10/2021	
Children in foster care	6/3/2021	8/10/2021	
Migratory students	6/3/2021	8/11/2021	
Children who are incarcerated	6/3/2021	8/10/2021	
Other underserved students	6/3/2021	8/10/2021	

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



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.

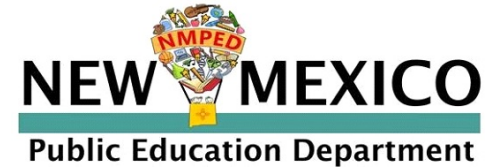
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	2,792,002.58	4.42	1.0442	0.00	118,182.83	2,792,002.58	2,673,819.75
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	5,584,005.17	4.42	1.0442	0.00	236,365.67	5,584,005.17	5,347,639.50

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>Carlsbad Municipal Schools will not discriminate based on gender, race, color, national origin, disability, and age. The School Board has adopted a non-discrimination policy and</p>

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



<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

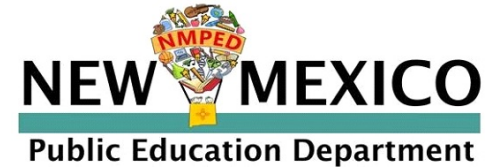
we abide by equal opportunities for students regardless of these barriers. We will incorporate this policy into our back to school administration and staff training and such notice will continue to be published in district materials.

We have additional dollars available to support our most at-risk populations. We will use these funds to support 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. We will provide tutoring and small group interventions to support these students in their learning loss and to help them make educational gains. We will use the funds to hire retired teachers to provide small group tutoring and instruction. We will provide after school tutoring

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



for all student but specifically focusing on our most at risk populations. These funds will also be used to procure resources/curriculum to aid and mitigate student learning loss. We will provide summer school, summer enrichment and credit recovery to help remove the barriers our student are facing. In order to meet the technological needs of our students and staff we will be using dollars to purchase Chromebooks and chargers for online or blended learning. We will also use funds to purchase additional technology that is necessary for online and blended learning. We know that some of our students in poverty or rural areas have a difficult time accessing or affording internet services. These funds will be used to remove that barrier by purchasing hotspots. We will work to use the technology funds to overcome barriers that keep our students from accessing virtual learning. We are using professional

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS

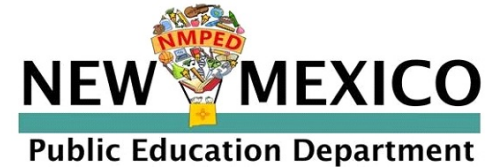


development dollars to support our staff in providing high quality, research based instruction in all learning environments. We are partnering with Achievement Network to support our instruction and equitable access for all students. Our work with Achievement Network will help our staff provide just in time interventions and improve their instructional strategies in order to meet their students' learning needs. Our work with WestEd will continue to promote professional learning communities. We will also use our Instructional Specialists and Coaches to move our curriculum mapping work forward. With aligned high quality materials in every classroom we can begin to close learning gaps for all of our students. We will also move to an Academy Model at the secondary level and provide support and professional development to our staff during this transition. We will use project based learning to engage

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



our students in their education and provide professional learning to our staff. We will support both teachers and administrators with professional learning opportunities to promote education and professional growth for everyone within our organization. These funds may be used to support families with online and blended learning as well.

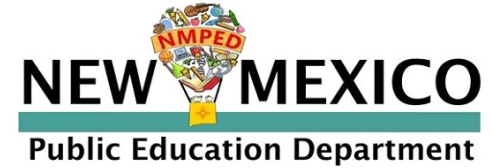
We will also use funds to train staff on policies and procedures to minimize the spread of COVID19. This may include sanitization practices, contact tracing policies, or staff procedures.

We are using funds to support our students, families and staff in dealing with mental and emotional stress due to COVID 19. We will look for resources or people to best provide the support that is needed during this difficult time.

ARP Grant Application

2021-2022

CARLSBAD MUNICIPAL SCHOOLS



<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.carlsbadschools.net/article/480991, https://www.carlsbadschools.net/article/480991</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>