



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the 2020-2021 school year CUSD has been engaging its various stakeholder groups in order to inform the Annual Update process for both the Learning Continuity and Attendance Plan and the Local Control Accountability Plan (LCAP), and to seek input for the development of the 2021 LCAP.

Sites continued to engage stakeholders and seek input through their regular process including School Site Councils and other site-based committees.

In April 2021, in addition to the ongoing stakeholder engagement process, the district conducted a survey of the parents, teachers, and school staff stakeholder groups. Surveys were provided in English and Spanish, the two primary languages spoken within the district. The survey identified the seven categories of the ELO grant and asked respondents to prioritize the categories and provide input to inform our planning decisions.

The district Administrative Council, which includes all site and district administrators, engaged in reviewing stakeholder input as well as providing input on the needs they had identified related to the plan. The Cabinet also met on multiple occasions to discuss and strategize around the development of the plan.

The district also met with representatives of the two bargaining units, the Classified School Employees Association and the Association of Carmel Teachers as part of the process.

This process allowed the district to gather needed input on the types of programs and supports needed to address the academic, social-emotional, and behavioral needs of our students moving forward.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified in a variety of ways depending on the grade level following our MTSS framework for examining students' academic, social-emotional, and behavioral needs. A mix of assessment data, attendance data, discipline data, and input from relevant school personnel will be used to determine which students are in need of supplemental services.

Elementary: Academic need will be assessed using universal screeners and diagnostic assessments following the district's assessment matrix, student assessment results (CAASPP, ELPAC), report card results, teacher referrals, and SST processes. Social-emotional needs will be assessed through teacher, counselor, and parent referrals; SST processes; and possible universal screeners.

Middle School: Academic need will be assessed using report card grades, student assessment results, teacher and counselor recommendations as well as SST processes. Social-emotional needs will be assessed through teacher and counselor referrals, SST processes, and possible universal screeners.

High School: Academic need will be assessed using report card grades, teacher and counselor recommendations, and SST processes. Social-emotional needs will be assessed through counselor, teacher, administrator, and parent referrals, as well as student self-referrals.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students identified by school staff as needing supplemental instruction and support, will be contacted by their respective sites via email and other forms of automated communications to make them aware of the opportunities for which their child is qualified. For families who do not respond, follow up phone calls will be made by school staff to ensure contact is made with all families of identified students. Communications with families will be in Spanish for those who have identified it as their primary language.

A description of the LEA's plan to provide supplemental instruction and support.

Carmel Unified will provide supplemental instruction and support to identified students through the enhancement of Tier 2 and Tier 3 academic, social-emotional, and behavioral support services.

Strategy 1: Extending instructional learning time

The district will implement new and expanded summer programming at the elementary and middle school levels focused on supplemental instruction to close learning gaps as well as enriching experiences that help with the social-emotional development of the identified students. Priority will be given to low-income students, English learners, students with disabilities, and students demonstrating academic and social-emotional needs. A summer school principal will be hired to coordinate the elementary and middle school programming, hire certificated and classified staff, and implement the program across multiple sites.

Strategy 2: To accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

At the elementary level the district will increase intervention opportunities before, during, and after school for identified students through the expansion of paraprofessional hours at the various sites to provide the services as well as adding a certificated intervention teacher at River School and expanding the intervention teacher hours at Captain Cooper. Tier 2 intervention programming in math and reading will also be purchased to be used with the identified students. At the middle school level, paraprofessionals will be added specifically to provide additional supports for English learners.

Strategy 3: Integrated Student Supports to address other barriers to learning

In order to address barriers to student learning and to further integrate our student support structures/services the district is adding the following support personnel:

A Board Certificated Behavior Analysis (BCBA) is being added with other district funds and will support students and schools preventatively and in response to student behaviors impacting a student's learning. Preventatively (Tier I), the BCBA will support and implement professional learning for staff and parents that address effective classroom management and whole school positive behavior interventions and supports. The BCBA will also work with staff to support the implementation of Tier II evidence-based interventions for students needing targeted interventions. At Tier III, the BCBA will directly coordinate the behavior assessments to establish effective behavior intervention plans, data collection, progress monitoring, and to support the assessments when IEP teams are deciding for one-to-one aides as a related service.

Licensed Marriage and Family Therapists (LMFT): 1.0 FTE Carmel High School; 1.0 Carmel Middle School: The LMFT will provide students with significant behavior, social or emotional needs with individualized, intensive therapeutic support as a Tier III intervention. The student will be referred to the site Tier II team, facilitated by the social worker, based on data, implementation of a behavior intervention plan (as needed), and/or after short-term targeted interventions are provided over a defined period. The LMFT will also be available for crisis support to the students and families.

Licensed Clinical Social Worker: 1.0 Carmel Middle School: The social worker will act as the Tier II support for students exhibiting social-emotional or behavior needs. This will involve the implementation of targeted groups for students exhibiting similar social-emotional needs that are impacting learning. For students requiring more intensive and individualized support, the social worker will facilitate a Tier II team to determine the necessity for a referral to the LMFT. The social worker will provide crisis intervention in collaboration with the LMFT. The social worker will provide oversight to the social worker interns, as needed.

Wellness Outreach Coordinator (classified) 1.0 Carmel Middle School (ELO funds); 1.0 Carmel High School (other funds): The wellness outreach coordinator will support mental health awareness to reduce stigma, will welcome students and families into the designated wellness centers, will assist in the coordination of scheduling students for the wellness staff, and will assist with outreach to families and students displaying barriers to school attendance and resources to support learning. The wellness outreach coordinator will also assist with data collection to provide to the staff and district.

Social Worker Interns: The social worker interns, under the supervision of the LCSW's, will support the elementary schools and CVHS. They will provide targeted groups and individualized intensive support for students through a referral process. Parent support and training for staff and parents will also be offered under the supervision of the wellness staff, as needed.

Strategy 5: Supports for Credit deficient students to complete graduation or grade promotion requirements to increase or improve students' college eligibility:

Carmel High School will expand its credit recovery program in order to address the needs of students relative to credit deficiencies or to improve college eligibility. CHS is hiring eight teaching positions for a summer program to address these needs for identified students. The district will also purchase additional Edmentum licenses, our primary credit recovery program, to be available for students during the summer and during the school year at both CHS and CVHS.

Strategy 7: Training for school staff on Strategies to engage students and families in addressing students' social-emotional health and academic needs:

As part of their greater strategy to address the social-emotional needs of students and to promote SEL across the school, Carmel High will partner with EQ Schools for a year long, high quality, professional development program aimed at integrating Mindfulness, Emotional Intelligence, and Positive Psychology practices into the fabric of the school in order to comprehensively support the wellbeing students and staff.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$186,899	Actual expenditures will be provided when available
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$534,246	Actual expenditures will be provided when available
Integrated student supports to address other barriers to learning	\$592,565	Actual expenditures will be provided when available
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0.00	Actual expenditures will be provided when available
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$136,000	Actual expenditures will be provided when available
Additional academic services for students	\$0.00	Actual expenditures will be provided when available
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$73,600	Actual expenditures will be provided when available
Total Funds to implement the Strategies	\$1,523,310	Actual expenditures will be provided when available

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Carmel Unified School District is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the district, staff, students, and community. In 2021-22, the Expanded Learning Opportunities Grant funds are primarily budgeted towards integrated student services such as health, counseling, and mental health; credit recovery and learning loss recovery services through summer school options at all grade levels, and before, during, and after school support through additional paraprofessional staffing to accelerate progress towards closing the achievement gap.

ESSER funds are primarily budgeted to ensure safe facilities, technology equipment, connectivity, and adequate staffing for students that returned to campus for all grades TK-12 on April 19th for full-time in person instruction under health and safety guidelines of the CDC and CDPH.

ESSER and other one-time state funds will also be used to strategically continue services supported by the Expanded Learning Grant funds that expire August 31, 2022. Due to the varying deadlines for spending, all funding sources will be leveraged to ensure a continuity of supplemental instruction and support into the 2022-23 school year and to the extent possible into the 2023-24 school year as the one-time dollars are fully spent.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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