



## Expanded Learning Opportunities Grant Plan

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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.

Parent/Guardian involvement in the development of the plan was facilitated as follows:

1. The administering of recurrent School Reopening Readiness and Mental Health and Wellbeing Surveys, which also addressed education program preferences; safety, health, and hygiene concerns, and identified student learning and socio-emotional support needs.
2. As part of weekly engagements via Zoom, a small parent group of parent leaders (new and existing) were provided information on research-based learning and socio-emotional support needs; initial education program proposals; and draft programmatic documents. In these forums parents/guardians were afforded opportunity to give feedback and to offer alternative or additional proposals. In the month of May, the cumulative work of this small parent group informed the content of a series of presentations on the 2021-2022 school year. The series of Zoom Meetings (Wednesdays from 6:30pm-7:30pm), dedicated to planning for the new school year, culminates in a comprehensive presentation of the 2021 Education Program on Monday May 31st.

Teachers involvement in the development of the plan was facilitated as follows:

1. As part of weekly engagements via Zoom, all teachers were provided information on research-based learning and socio-emotional support needs; initial program program priorities; and draft programmatic documents. In these forums teachers were afforded opportunity to give feedback and to offer alternative or additional proposals. In the month of May, the cumulative work of these teacher engagements informed the content of a series of presentations on the 2021-2022 school year. The series of Zoom Meetings (Wednesdays from 8:30am-9:30am), dedicated to planning for the new school year, culminates in a comprehensive presentation of the 2021-2022 Education Program on Monday May 31st.

Student involvement in the development of the plan was facilitated as follows:

1. As part of multiple formal and informal weekly engagements in Community Meeting, Leadership, Senior Committee, and other forums, all students were provided information on planning for the next school year. These engagements included: recurrent School Reopening Readiness and Mental Health and Wellbeing Surveys; the Healthy Kids Survey; Circle discussions and activities to allow for reflection on what supports and initiatives would support all students (individually and as a group) next year. In these forums students were afforded opportunity to give feedback and to offer alternative or additional proposals.

In the month of May, the cumulative work of these student engagements informed the content of a series of presentations on the 2021-2022 school year. The series of Zoom Meetings (Mondays from 8:30am-9:25am), dedicated to planning for the new school year, culminates in a comprehensive presentation of the 2021-2022 Education Program on Monday May 31st.

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

There are four primary processes by which a student will be identified:

- Academic: In addition to lesson embedded checks-for-understanding (CFUs), and regular formative and summative assessments, SPA administers twice annual universal diagnostic screening using NWEA MAP.
- Mental Health & Social and Emotional Wellbeing: As of the 2020-2021SY, SPA conducts twice annual mental health surveillance screening to inform Tier 1 Mental Health & Wellness Programming, Targeted Tier 2 Mental Health Supports, and Individualized Intensive Tier 3 Mental Health Services.
- SST Process - A student may also be identified as part of a schoolwide referral process, that includes a period of relevant data collection and the convening of a student success team (SST) meeting that prescribes appropriate interventions and supports to respond to evidenced needs.
- Parent Request - A parent can identify their student as being in need of intervention support.
- IEP Mandate - An IEP Team, based on student data, can identify a student as being in need of intervention support.

The needs of students will be assessed in the following ways:

- Academic: In addition to lesson embedded checks-for-understanding (CFUs), and regular formative and summative assessments, SPA administers twice annual diagnostic screening using NWEA MAP.
- Mental Health & Social and Emotional Wellbeing: As of the 2020-2021SY, SPA conducts twice annual mental health surveillance screening to inform Tier 1 Mental Health & Wellness Programming, Targeted Tier 2 Mental Health Supports, and Individualized Intensive Tier 3 Mental Health Services.
- Undiagnosed Disabilities: In cases of acute need, a student may participate in more comprehensive testing administered by an Education Specialist or the School Psychologist

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

Parents and guardians will be informed of the opportunities for supplemental instruction and support in the following ways:

- Weekly and Special Issue (as-needed) SPA Family Newsletters
- Schoolwide Pre-recorded message broadcast phone calls
- Targeted engagement through the Ensemble parent organization
- Individual and small group engagement by teachers with students and families
- One-on-one engagement by members of the leadership team with students and families
- Multi-stakeholder Arts Council meetings
- Regular engagements with new families for outreach, onboarding, and orientation

\*Weekly Stakeholder Meetings on the 2021-2022 School Year to afford information sharing and input gathering on scheduled agenda items, as follows:

\*Wednesday April 28th @ 6:30pm Topics to include: the Expanded Learning Opportunity Grant Planning and the Local Control and Accountability Plan.

\*Wednesday May 5th @ 6:30pm Topics to include: Safety, Health & Hygiene Systems; Campus-Based Schedule; Distance Learning Options; Arrival & Dismissal Times; Class Sizes

\*Wednesday May 12th @ 6:30pm Topics to include: Establishing a Responsive Return to School Learning Culture; Daily Socio-Emotional & Wellness Support; Student Success \*Framework; School Discipline, Culture & Climate

\*Wednesday May 19th @ 6:30pm Topics to include: Special Education; Arts Education; Parent & Family Engagement & Volunteer Opportunities; Multi-Scenario & Contingency Planning

\*Wednesday May 26th @ 6:30pm Understanding New Developments in Country, State, and Federal Health, and Safety Guidance

\*Monday May 31st @ 6:30pm Presentation of 2021/2022 SPA Full Return to Campus-Based Programming Plan

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

COCOSPA is soberly aware that the learning and holistic wellbeing of students in the 2021-2022 school will require wrap around multi-tiered support (behavior, attendance, and grades). Three (3) central goals of school-wide programming in the next school year are to:

- afford access to diverse, research-based curriculum and learning support resources for all students
- embedded mental health and social and emotional wellbeing practices in some portion of every single hour of each school day
- continued capacity-building in pupil and family engagement and outreach, staff-wide

These central goals, serve as a true north for resource allocation and programming that afford the following:

Tier 1- Universal, high-quality, and research-based programming afforded schoolwide to all students in the general education classroom and facilitated by all teachers.

- Once-weekly standalone SEL instruction in Community Meeting
- Professional Development for all teachers to support classroom embedded DDI, SEL, CRE, and Restorative Practices embedded in each hour of instruction
- Increased academic and holistic wellbeing support in the hire of a Coordinator of Wellness, Climate, and Culture; a School Social Work; two (2) additional Instructional Aides, and two (2) Campus Supervisors
- Daily scheduled wrap around support for all students in Learning Lab, a daily scheduled hour where students are "walked to":
- Academic Interventions and opportunities for Acceleration, via the Edgenuity MyPath Personalized Student Intervention Interface and engagements with Intervention Teachers
- Socio-emotional & Behavioral Support, via small group engagements in the Wellness Center
- Mentor/Advising Support, via engagements with Advisor/Mentors
- Daily nutrition and physical wellness support via the Choice Lunch Program and Health & Wellness Programming

Tier 2- Targeted interventions for small groups of students who need additional supports to those afforded at Tier 1.

- Academic Interventions and opportunities for Acceleration in all subject areas, via differentiated curriculum using the Edgenuity Platform

- Before and After School learning and SEL support for groups of students struggling to effectively reacclimate to campus-based learning during the regular school day
- Socio-emotional & Behavioral Support, via small group and one-on-one engagements with the school Guidance Counselor, Coordinator of Wellness, or Social Worker
- IEP Goals Monitoring & Support, via engagements with IEP Case Managers and Education Specialists

504-Plan Goals Monitoring & Support, via engagements with Guidance Counselor, Advisor Mentors, and Intervention Teachers

- ELD Support & Interventions, via engagements with TESOL certified ELD Interventionist
- Robust and diverse Summer School Offerings in 2021 and 2022

Tier 3- Intense supports afforded to individual students who need additional supports to those afforded at Tier 1 and 2.

Opportunities for access to specialized learning curriculum in all subject areas, via Edgenuity

Opportunities for daily smaller group or individual learning, SEL, and behavioral supports to meet acute learning needs

Counseling Enriched Education Programming through ERMHS that provide intense, high frequency education related mental health services to eligible students and their families.

## 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.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$80,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$313,000	
Integrated student supports to address other barriers to learning		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies		

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

School leadership worked extensively on coordinating all State and federal relief funds to ensure revenue was appropriately allocated and that funds work in a complimentary fashion. This involved careful review of approved expenditure descriptions, analysis of existing programs and services to supplement, and an assessment of needs and areas of growth for new program and service creation. The process resulted in a strategic and targeted spending plan that will achieve meaningful outcomes for Contra Costa School of Performing Arts and that will optimize all relief revenue.

# 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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto: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 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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