



PACIFIC VIEW CHARTER 2.0

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific View Charter School District 2.0	James Malloy Director	jmalloy@pacificviewcharter.com 707--269--9490

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.

MARC: A transformation change project (TCP) was executed to allow Pacific View Charter students with trauma to access the curriculum and raise the equality gap of achievement with other Californians when receiving a diploma for career and college. The school administrator created a transformational change leadership team (TCLT) to execute the transformation at PVCS to service the students and the community. Input from parents was gathered through a survey instrument/virtual meetings throughout 2020-2021 school year. The organization's vision is to identify students' ACE population and remove the facilitator's independent study role and create a shared school vision and mission. Parents and communities need education on ACEs, resilience, and the shared vision of true choice to career and college to better support students. The employee mindset needs to have a two-part goal: 1) Student education in restorative social/emotional care. 2) Student curriculum access to aid in college, career, and community.

HSRC: Parents:

- *Involved by providing input to school administration (phone calls, in person, email)

- *Attending and providing input during open board meetings (April 13, 2021 and May 11, 2021)

Teachers/School Staff:

- *Staff meetings

- *One-on-One and small group discussions

- *Review and revision of plan components.

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

MARC: A 3 goal 9 strategies evaluation plan was drafted to assess the TCP. PVCS is a digital high school that needs flexibility for our trauma demographic with the multiple assessments conducted in a digital format. Students will be assessed through artifacts, survey instruments, standardize state testing, internal assessments, and qualitative observations. The school switched to a cohort model with a 4-day master schedule. Core course learning on campus is Tuesday-Friday. Mondays are reserved for student cohorts to develop and social/emotional/college/career goal development plan (Artifact) in a virtual format for all students. Additionally, Monday will target have support for 1 on 1 or small group on campus learning. Student Monday participation will be determined through local assessment

(Renaissance/APEX) and state testing (CAASPP). Survey instruments will occur 3 times a year for school climate information and impact of TCP.

HSRC: Students will be assessed utilizing Renaissance STAR Reading and Math assessments in the Fall, Winter, and Spring. Students scoring +.5 years or more below grade level will be assessed using a full reading assessment battery to determine specific reading/literacy deficiency areas. Our reading specialist and resource teacher will assess students who demonstrate substantially below grade level ability.

Students demonstrating mathematical learning gaps are assessed by the classroom teacher (utilizing Freckle Math and other forms of informal assessments.).

Students may also be identified by classroom teachers, our reading specialist, or our resource teacher as having deficiencies in reading.

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

MARC: As a digital high school, the MARC utilizes multiple communication platforms: Wordpress Website, APEX, Schoolwise, Facebook, Google Classroom, course-specific portals, zoom, Email, etc. Each platform has multiple methods of instant communication with students and parents. Additionally, they can report back any assessment data. Moreover, a Cohort model gives parents a specific teacher for a line of contact on progress and specific need in the learning gap. Appointments are made by the cohort members to the parents for Monday school or additional time on campus Tuesday-Friday. The main office sends letters and calls as an additional communication trail. Surveys have reported that parents enjoy virtual meetings as shown by a 72% increase in parent participation in zoom back to school night. The MARC will continue virtual meetings in order to meet the culture of our guardians to participate with the school.

HSRC: Families of students will be informed in-person of the opportunities for supplemental instruction and support by classroom teachers and the school principal, with priority given to students in one or more of the identified student groups.

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

MARC: Based on stakeholder engagement, TCP assessment plan, and the communication surveys from families and students, the MARC needs to increase technological assets directly impacting all students. Digital curriculum provides needed flexibility, communication, and relationship building between the Cohort teacher and student. Greater than 70% of the MARC student population suffer from trauma based on preliminary ACE tests and 70% are socio economic disadvantaged based on free and reduced lunch. Pacific View needs to provide Chromebook on campus to access all curriculum and supplementary/intervention tools, as well as learning gap assessments. In addition, older Chromebooks will have to be utilized to check-out at home with needed broadband hotspots. College/Career and community engagement assets will also need to be increased for better equality and access. Students will have an option to enroll in a Hydroponics CTE provided by a .2 FTE position at county. The greenhouses are in close proximity to the High School giving easy on site access to a thriving career in the community. Further onsite measures will expand the electronics, science lab, and computer science class to make up learning loss for in-person lab time. The special education department will increase living skill capacity by the purchase of home living equipment to educate students on previous missed distance learning time. The main office will also upgrade their system to better meet the virtual and

technological need after the COVID-19 pandemic. The continued purchase of technological tools will also aid in any future English language learners for quick translation, dictation, and virtual meetings going forward.

HSCR: Expansion and Enhancement of Learning Supports:

1. Reading intervention certificated/classified – Tutoring/one-on-one/small group: Our goal is to hire an additional credentialed teacher to provide reading intervention during the school day. This position will also provide instructional support to the classroom teachers in literacy development, reading fluency and comprehension support. Plan “B” goal is to hire an additional instructional aide to provide tutoring/one-on-one/small group, under the guidance/training from the resource teacher and school principal.
2. Learning recovery programs/materials: Hight Impact Standards (Learning Plus Associates) with Interventions. This program complements our adopted math program. Coupled with the intervention piece, students who need more support learn the prerequisite skills necessary for the mastery of grade-level standards. The intervention piece will consist of tutoring, one-on-one, and small group instruction, inside and outside of the regular school day.

Integrated Student Supports - After-School Academic Tutoring in the areas of:

1. English-Language Arts: reading comprehension development (myWorld Interactive, Close Reader), language development (Journeys: Vocabulary in Context and Reading Response Journal prompts), and Early Literacy Support (Sight Words Proficiency and Developing Reading Fluency).
2. Mathematics: supporting and extending conceptual understanding, reinforcing math facts knowledge, providing supporting instruction in multi-concepts spiral practice reviews, and providing re-teaching as necessary.

Developing and Providing Additional Academic Services:

Return to In-Person Instruction diagnostic testing utilizing the Santa Clara Quick Assessment of Math Computational Skills and the San Diego Quick Assessment of Reading Ability – Administered in April 2021. The results are recorded on the Student Tracking of Achievement Assessment Results Card as baseline data for the 2021-2022 school year.

The Renaissance Accelerated Math and Accelerated Reading assessments will be administered during the first two weeks of the 2021-2022 school year in September 2021. AR Math and Reading will provide standardized baseline results to determine each child’s grade level ability and approximate learning loss. Students who score more than six months below grade level will be administered the Bader Reading and Language Inventory (7th Edition).

Benchmark assessments, utilizing Renaissance, will be administered an additional two times- Winter and Spring of 2022. The Bader Reading and Language Inventory administered again in the Spring of 2022. Progress in the content areas of Mathematics and English-Language Arts is monitored regularly according to the Academic Assessment Calendar: student progress in Freckle Math, Nearpod, Interim Assessments, and chapter reviews.

Staff Development/Training in the Areas of Student’s Social-Emotional Health and Academic Needs:

Accessing HCOE’s professional development series, as well as other educational professional organizations-

1. Continue to develop skills-based knowledge on Trauma-Informed Practices, Restorative Justice, Crises Preventions and De-escalation practices.
2. Provide training opportunities to address student’s social-emotional health needs such as creating and furthering a “growth mindset,” “mindfulness,” and cultivating empathy.
3. Provide training opportunities to address student’s academic needs such as building conceptual development in core academic areas, developing early literacy, and rigorous intervention for at-risk groups and individuals substantially below grade level.

Tiered Framework of Supplemental Instruction and Support – “Multi-Tiered System of Supports”

1. Universal Support – Tier 1

a. Academic Student Support: All students receive core academic instruction, with supports designed and differentiated for all students in all settings. Core instruction is structured, direct and explicit and is provided by the classroom teacher.

b. Social-Emotional Student Support: All students receive behavior instructions with supports designed and differentiated for all students in all settings, focusing on developing positive interpersonal relationships, self-regulation skill building, and strengthening executive functioning skills.

c. Integrated Student Support: Classroom teachers promote students’ academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement: the include utilizing Trauma-Informed Practices, the application of general Restorative Practices/Circles, and connecting, developing and nurturing positive relationships with students and their families.

2. Targeted Support – Tier 2

a. Academic Student Support: Focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic curriculum. The classroom teacher provides targeted supports for students at “some risk” for academic failure but is still above levels considered to indicate a high risk of failure. These needs are identified through an assessment process, and instruction is provided in smaller groups and targeted at meeting the student’s specific academic needs (Reading and Math personalized curriculum through Freckle Math and Reading and Nearpod).

b. Social-Emotional Student Support: Focused, targeted behavior instruction primarily focused on preventative strategies of a safe and predictable environment, relationship building, and self-regulation techniques. Classroom teachers effectively manage student behavior with the application of “in the moment” and “after the moment” Trauma-Informed strategies. Students’ social-emotional needs are addressed with small group positive interaction activities and social-skill building.

c. Integrated Student Support: Classroom teachers support students’ academic/behavior success by developing individual positive self-views, utilizing a variety of supports: Trauma-Informed Practices that support student success, the utilization of “calming-spaces, and forming strong connections with families. Administration provides information to assist families connect with Humboldt County Health and Human Services resources.

3. Intensive Support – Tier 3

a. Academic Student Support: Intensive individualized interventions and supplemental support, inside and outside of the school day, for students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. Intensive interventions and supplemental support are conducted in one-on-one sessions and/or very small group sizes that facilitate individualized attention and focused on “more time, more often, more explicit to the student, with more personalized one-on-one support.” Interventions and supports are provided by the classroom teacher, the reading specialist, the resource teacher, instructional aides, and the school principal.

b. Social-Emotional Student Support: Intensive individualized support focused on intervention strategies that teach and develop self-regulation, cultivating positive peer relationships, and emotional regulation. The staff strives to build strong positive connections with both students and their families. Classroom teachers provide students with frequent breaks, choices, the use of a calming area, support from the resource teacher and school principal. Individualized attention given in behavioral support and positive rewards systems, and utilizing SELPA and HCOE resource personnel when necessary.

c. Integrated Student Support: School/Home/County Educational Resources/HHS Resources/Community Resources utilized in a “team” approach to providing a high level of individualized attention and support to students. The primary focus is keeping the student in and connected to school in a positive and healthy manner.

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	\$ 9,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 75,000.00	
Integrated student supports to address other barriers to learning	\$ 21,323.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 13,415.00	
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	\$ 12,489.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 5,000.00	
Total Funds to implement the Strategies	\$ 136,227.00	

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

As a small school PVCS needs to be able to stretch the high costs of learning tools. In order to make complete purchases, federal funds will be utilized at need to fully fund programs for unexpected costs in this plan.

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: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
March 2021