



## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916-931-9643

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.

The Director of Heritage Peak Charter School (HPCS) held multiple meetings with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership addressed the description of the Expanded Learning Opportunity Grant (ELOG), discussed the ELO template, progress toward meeting annual school goals, and discussed future school goals that relate to the ELOG. Annually, Heritage Peak Charter School surveys all its stakeholders via email, including parents, pupils, teachers, other school personnel, and other school administrators. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings were taken regarding the school’s needs and areas for growth. This information was compiled and the ELOG was written based from these identified needs, where aligned with restrictions and conditions of the grant. Adjustments to the draft ELOG were made and the final plan was provided to the Board of Directors for approval at a special Board

meeting on May 27th, 2021. Heritage Peak Charter School presented the ELOG Report to the Pacific Charter Institute School Board of Directors on May 27th, 2021 beginning at 9 am. This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. An in-person attendance option was also available. Notification of the meeting was provided to all stakeholders through our webpage. The school board for Heritage Peak Charter School offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment. At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through school-wide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. HPCS staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

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

With an independent study model we continually assess all students including those in the special sub-groups ELL, SPED, homeless and/ or students in foster care. All kindergarten through 2nd grade students, including English Language Learners, students receiving special education, foster youth, and homeless students, take part in DIBELS assessments (universal screener) at the Fall, Winter and Spring. This assessment provides the teachers with reliable information on their literacy skills, so teaching staff can provide various supports for those students that are not at grade level in their reading development. Staff administers additional benchmarks throughout the school year, as well as progress monitoring for those students with the most intensive needs. All students in 3rd through 11th grade, including English language learners, students receiving special education, foster youth, and homeless students, take part in the Exact Path diagnostic assessment. The Exact Path Diagnostic provides teaching staff, parents, and student's current information on their knowledge with Common Core math, reading, and language arts. The diagnostic assessment is administered multiple times throughout the school year to assess for learning progress and reassessing learning paths. The diagnostic not only screens students' current knowledge, but provides immediate learning paths, which address gaps in their learning. The Exact Path learning paths are adaptive and provide continuous formative assessments. These formative assessments are automatically administered through the program to assess students' mastery of skills. Special education teachers regularly assess progress of educational goals for students with disabilities. Additionally, special education teachers informally assess goals at the beginning of school year to monitor student regression and/or maintenance of goals based on their Individualized Educational Plan (IEP.) In consideration of our homeless and foster youth populations, most students were able to stay in place, as the mandate for shelter in place did not allow for evictions. Our mental health supports became more targeted during the COVID 19 pandemic, with school counselors and the FIT (Families In Transition) program coordinator, checking in on families for immediate needs. Resources for financial assistance, food/lunch program assistance, and free Wi-Fi opportunities were shared with our at-risk population. In March 2020 and again in April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations ([www.tinyurl.com/pcihousing](http://www.tinyurl.com/pcihousing)). In the Fall 2020 semester, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated. These students, along with newly identified students will continue to receive supports in the 2021-2022 school year. Additionally, the team assesses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to

facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, allowing anyone to initiate a wellness team check-in on a student.

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

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Heritage Peak Charter School website, newsletters, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

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

Our programs will provide enhanced support for all students through the Exact Path Diagnostic assessment results for all students, including ELs foster youth and low income, in grades 3-11 in core academic supports, SEL support and the DIBELS Early Literacy Assessment system for students in grades K-2. For example, expanded offerings exist in a multi-tiered approach, with Tier 1 providing Core English Language Arts (ELA) Curriculum and is based on the academic achievement level of each at risk student. Tier 2 Core Curriculum includes Journeys K-5, Study Sync 6-12, Inside 6-8, and Edge for 9-12 with Supplemental Programs including Academic Vocabulary Toolkit. Tier 3 Interventions include Lexia – K-12, Core 5: K-5, Power Up: 6-8, Exact Path, and Rosetta Stone/English. All teachers who support at risk students will be provided with regular check ins from support personnel. Supplemental programs for core curriculum, supplemental programs, and interventions based on the individual student needs will be provided.

Adding to our rigorous support listed above will be the addition of one on one, small and whole group tutoring, academic and social emotional support provided by counseling, credentialed staff and/or para-professionals, additional social emotional groups for middle and high school students, core curriculum excursions, school wide events to build school community and professional development for teachers 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	\$9,504	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$70,220	
Integrated student supports to address other barriers to learning	0.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0.00	
Additional academic services for students	\$558,279	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$100,196	
<b>Total Funds to implement the Strategies</b>	<b>\$738,199</b>	

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

HPCS has focused ELO Grant funds on the immediate needs of supporting students as they return to school during the 2021-2022 school year. The core of our effort is to support reengagement through in person classes, as well as additional academic supports and professional development for teachers and other educational staff. HPCS was able to use other federal relief funding sources to provide technology to all students who requested devices or hotspots during Spring 2020, and the 2020-2021 school year to support online learning due to the pandemic. Additionally, these funds were also used to ensure teachers and staff also had access to technology to virtually teach and support

students across our programs. These devices will now be used to complement in-person instruction and at-home learning in our independent study model. The ELO funds will be used to provide additional in-person educational supports as outlined in the grant and detailed in the expenditure 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: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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