



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.

There have been multiple opportunities for parents, teachers, and school staff to participate in the development of the Expanded Learning Opportunities (ELO) Grant Plan. Formal opportunities for input include: a family stakeholder survey, staff survey, certificated staff meeting, family stakeholder meeting, English Learner Advisory Council (ELAC) meeting, and School Site Council (SSC) meeting.

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

The school’s balanced assessment program provides multiple measures for measuring student academic proficiency and growth. Many of these same measures include specific diagnostic data useful for identifying student need and planning instruction to meet that need. These

measures include, but are not limited to, the following:

- ELA/Literacy: Early literacy assessments; BAS; i-Ready Reading; writing assessments; and the SBAC ELA/Literacy.
- Math: i-Ready Math; Investigations/CMP3 unit assessments; SBAC Math.

All students will receive small group Reading and Math instruction at their assessed level. For ELA, this may take place in the form of Guided Reading for younger students and book clubs for older students, as an example. For Math, this may take place in small groups based on student need or through the use of individual learning progressions via personalized learning platforms (e.g., IXL, i-Ready).

Additionally, targeted students will receive supplemental instruction in the form of interventions during and outside the school day. Multiple measures will be used to identify students for the supplemental intervention opportunities. These measures will be uniform across grade levels to ensure equity in accessing supplemental programs.

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

Consistent with the school's current intervention process, families will be notified and thereby included in the decision to have their child participate in supplemental interventions. Currently, notification happens as part of the SST process, parent-teacher conferences, or other means of notification. For example, this year, 3rd and 4th graders participating in a Reading Intervention program were notified via letter that their child would have access to supplemental Reading instruction.

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

Based on input from staff and parent stakeholders, the school will take a multi-faceted approach to provide supplemental instruction and support for students.

Supplemental instruction refers to instructional programs provided in addition to and complementary to GLC's regular instructional program. Support refers to interventions, also supplemental to the school's regular program, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports. These supports enable students to engage in and benefit from, the supplemental instruction being provided.

GLC will provide supplemental instruction and support in six strategy areas (see below). GLC will continue to work collaboratively with stakeholders and the community to identify the strategies that will be implemented.

Through principles of universal design for accessible and effective classroom instruction and the model of multi-tiered systems of support (MTSS) for differentiated support, the school will ensure that students are met in their area of need and that these supports are provided equitably across the school. Tier I strategies will be universal for all students, whereas Tier II strategies will target specific students based on assessed needs, and Tier III strategies will provide more intensive support for students with additional needs. These supports will span academic, social-emotional, and behavioral needs.

All strategies for supplemental instruction and support will be provided in a caring and positive school climate. GLC has invested significant

time and energy in building a positive school culture since its inception in 2017. Important elements of the GLC approach include Morning Meetings, classroom and school-wide recognition systems, and restorative practices.

EXTENDED INSTRUCTIONAL LEARNING TIME

Strategies to extend instructional learning time include, but are not limited to, the following:

- A longer school day for, at a minimum, students targeted as needing interventions in Reading and Math.
- Summer school and enrichment for, at a minimum, students targeted as needing interventions in Reading and Math.
- Experiential learning opportunities to provide students with meaningful and real-life connections (e.g., extended or weekend field trips)
- Intersession learning opportunities (in-person or virtual) will further extend learning beyond the school day.

ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS

In an effort to accelerate progress and close learning gaps, GLC plans to implement, at a minimum, the following strategies:

- Small group instruction during the school day, during which students are grouped according to common instruction needs and learning targets
- Robust project-based learning units that allow for meaningful topics, student choice, and cross-disciplinary instruction and learning
- Tutoring in small group settings outside of the school day
- Professional development for certificated and classified staff in effective implementation of programs designed to accelerate learning and close learning gaps

INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

Efforts to integrate student support strategies include, but are not limited to, the following:

- High-interest afterschool clubs designed to enhance learning and academic progress (e.g., STEM, robotics, chess, etc.)
- Before and/or after school academic programs for intervention and support (e.g., tutoring, homework assistance)
- Increase access and mobilization of counseling and mental health services
- Continued focus on socio-emotional support for students and families

COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH-SPEED INTERNET, AND OTHER ACADEMIC SUPPORTS

GLC has identified several strategies to strengthen the school's service as a community learning hub. These include, but are not limited to:

- Increased opportunities to include families in learning (e.g., family science, literacy, math nights)
- Increased opportunities to include families in celebrating and recognizing student learning (e.g., student learning fairs, exhibits)
- Parent outreach and support

ADDITIONAL ACADEMIC SERVICES FOR STUDENTS

GLC has identified several strategies for providing additional academic services for students. These include, but are not limited to:

- Specialist teachers to instruct in core content and specialist areas (e.g., science, art)
- Interventions provided during and outside the school day based on student need
- Enrichment opportunities designed to strengthen academic learning
- Continued use of diagnostic assessments and multiple measures to identify students by need, progress monitor learning, and measure growth

TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS’ SOCIAL-EMOTIONAL HEALTH AND ACADEMIC NEEDS

GLC has identified several areas of focus for professional development designed to increase staff capacity to engage students and families in addressing students’ social-emotional health and academic needs: These include, but are not limited to:

- Continued training in restorative practices for use in addressing student behaviors, resolving conflicts, and sharing as a strategy for dialogue in the home
- Continued training in the vast resources and supports available through Suite360
- 100% implementation of Morning Meetings (or Community Circles)
- Annual training to raise awareness and access to local support and counseling programs

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	\$180,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$100,785	
Integrated student supports to address other barriers to learning	\$65,000	

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	\$30,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$60,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,000	
Total Funds to implement the Strategies	\$436,785	

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

Planning and implementation of strategies to be funded by the Elementary and Secondary School Emergency Relief (ESSER) Fund will mirror this ELO grant plan to ensure two years of continuous supplemental learning and support opportunities for students at GLC.

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 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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