

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.

Parents were provided a “family needs assessment for additional support” survey based on the established grant criteria.

In the survey, parents were asked to rank, on a scale of 1-5, their needs in the following areas:

- Community Learning Cohorts - Parent Workshops - Supported Study Sessions - Access to Checkout resources -
Access to a wider range of technology - Small group counseling - Behavioral support - Additional intervention
support

Responses were evaluated and ranked. Access to checkout curriculum resources overwhelmingly received the highest number of responses with a mean score of 3.78. Other areas with an above average score (2.5 or higher) included community learning cohorts, supported study sessions and access to a wide range of technology.

Parents were also allowed to provide comments on the survey. Comments overwhelmingly indicated a desire for strong community engagement, mobile library and support through a school administered tutoring program.

Teachers meet in Professional Learning Communities (PLC) monthly to discuss student work and processes to improve student outcomes. At each PLC meeting, teachers are asked to complete a checkout survey where they indicate needs from the school. In the surveys, teachers frequently request opportunities for students to engage in community learning opportunities and for parents to have access to school led parent workshops.

Student study team data was analyzed, and found that this school year resulted in a high number of intervention referrals for learning loss. Crisis team data indicated a surge in families needing additional school supports due to their unique needs. Additionally, enrollment data indicated a large number of newly enrolling students coming from other schools were credit deficient or at risk of not completing high school in four years.

A draft version of the ELO was presented to the Granite Mountain Charter School Board of Directors on June 22, 2021. Board members discussed the different areas and were able to recommend changes to the proposal.

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

Based on the results of the annual SST data, the annual crisis data, the PLC data and the parent community survey input, Granite Mountain Charter School is implementing the following new programs for the upcoming school year:

- Cohort pod groups Social and Emotional Wellness program- Mobile and resource checkout center in Lucerne Valley
- Expanded cohort based experiential learning programs - Access to student study sessions
- Smaller group intervention support

Some programs will be made available to all students, and other programs will be made available to students with specific needs based on the GMCS multi-tiered system of supports.

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Based on the concerns about learning loss identified from a number of data points outlined above, all Granite Mountain students were offered the opportunity to participate in the summer Extended School Year program. Students participating in the program are given access to a universal set of digital curriculum and time to connect and meet with a Granite Mountain credentialed teacher. The program will allow the teacher and student to identify targeted skills that will improve academic achievement outcomes for the student. High school students are offered additional time to complete their Spring 2021 courses. Approximately 600 Granite Mountain students have signed up to participate in the program.

In regards to the establishment of pod groups for student social emotional learning, Granite Mountain Charter School students will receive access to sign up surveys to indicate interest in participation. Teachers would review requests for participation and determine appropriateness of the program in alignment with student's identified learning goals.

The Multi-Tiered System of Supports at Granite Mountain Charter School drives the student study team process at the school and will serve as the core method of assessing student needs. Students participate in assessments throughout the school year, and data from the assessments are used to evaluate student progress. Further, teachers regularly review student work and track student progress and learning growth. Students that are found to be in the yellow (or on watch) or in the red will be recommended for participation in Tier 1 and Tier 2 universal curriculum offerings as well as additional supports through tutoring and small instructional groups. Finally, students with IEP goals will also have the opportunity to accelerate the closure of learning gaps through the implementation of small breakout groups in SAI settings.

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

Granite Mountain Charter School will use a number of communication platforms to inform students of the opportunities for supplemental instruction and support. First and foremost, as the assigned teacher meets regularly with each student, the teacher will advise the student of the available options during the learning plan meeting and discuss student goals and needs for support. Information will also be disseminated via email through the weekly Family Newsletter and directly from the school to the parent via a family list serve.

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

The LEA will provide supplemental instruction and support in a number of ways. Each student will be provided with Social and Emotional tier 1 curriculum and cohort pods will learn to work collaboratively through the curriculum activities. All Granite Mountain Students are provided certain digital technology curriculum options, and those options will be extended for use through the summer based on identified student learning needs.

Extending Instructional Time

Granite Mountain Charter School will provide all students with an Extended School Year opportunity on a sign up basis. Students participating in the extended summer will meet with an assigned teacher for a learning plan meeting, set a goal for student learning loss

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mitigation, discuss student progress and review student work. High School students will be provided with highly qualified teacher support and additional time to complete selected classes.

Accelerating Progress to Close Learning Gaps

In the Fall, student assessment data will drive recommendation and conversation surrounding student progress in alignment with grade level expectations. Students in need of additional support will be given priority access to study sessions and those recommended for Tier 2 interventions via the SST process will have access to paraprofessional support for targeted small group instruction. Students with IEPs will have access to smaller breakout groups in their SAI classes as a result of paraprofessional support.

Integrated Supports to Address Other Barriers to Learning

Granite Mountain Charter School will work to employ a Special Populations Administrator and a school Social Worker/Mental Health Therapist. The Social Worker/Mental Health Therapist will collaborate with the Special Populations Administrator to provide targeted behavioral supports for students through small group instruction, goal setting and behavioral analysis. The Special Populations Administrator will work to ensure that students at the school have access to needed community resources.

Community Learning Hubs

Granite Mountain Charter School has worked to secure a second trailer on the authorizer's campus. The trailers will be used as community learning hubs to provide special education assessments and supports, to allow for students to book and attend study sessions, to allow for families to checkout curriculum resources and to allow for students to have access to available technology. Hotspots will also be procured for students participating in the social emotional learning focused community pod cohort program, where students will collaborate to complete school provided social emotional learning activities led by Granite Mountain credentialed teachers and paraprofessionals.

Supports for Credit Deficient Students

For students needing credit recovery, Granite Mountain Charter School will identify the at-risk student and assign them to a High School

Achievement Administrator for monitoring. Granite Mountain will work to provide a targeted learning plan that focuses on recovery needs of students to close credit deficiencies. Students will be supported through regular check in meetings, goal setting sessions and access to engaging curriculum that matches their identified learning style.

Training For Staff

Staff will receive training throughout the school year in the form of professional development implemented throughout the school year. At the center of the staff training sessions will be trauma-informed practices and strategies to shape a positive school culture, with the objective of training staff in methods to best engage students and families in addressing students' social-emotional health needs and academic needs.

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	[\$104,058.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$785,727.80]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$228,540.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$773,605.20]	[Actual expenditures will be provided when available]

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$133,229.00]	[Actual expenditures will be provided when available]
Additional academic services for students		[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$20,000.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$2,045,160.00]	[Actual expenditures will be provided when available]

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

Emergency relief funds received by the LEA were used to respond to immediate family needs, which included an increase in access to digital curriculum options and supports to use the curriculum options. Teachers were trained in how to use the curriculum options to support student Tier 1 and Tier 2 learning needs. Funds were also used to ensure that all Granite Mountain Students had access to a device to access the digital curriculum options.

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The program builds upon student basic access to digital curriculum platforms via a school issued device by allowing additional time to use the provided curriculum through the summer program. Further, as many Granite Mountain Students were not able to engage in meaningful social activities over the course of this year, the school will work to prioritize opportunities to develop and foster community engagement with the ELO grant funds. Finally, the school will continue to use the MTSS system to monitor, support and teach through targeted instruction and support, students who have identified learning loss.

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.

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.

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- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be

supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

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

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

Fiscal Requirements

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

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education
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