The Single Plan for Student Achievement

Global Learning Charter School
School Name

54 72256 0135863
CDS Code

Date of this revision: 4/30/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Visalia Unified School District
School District

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The District Governing Board approved this revision of the School Plan on 5/3/2018.
II. School Vision and Mission

Global Learning Charter School (GLC) opened in August 2017 with approximately 360 students in grades TK-6. GLC was the result of two years of planning on the part of Visalia Unified School District (VUSD). Talks about a new elementary charter began in Spring 2015, a charter development team was initiated in Spring 2016, and the charter petition was approved by the VUSD board of trustees in December 2016. GLC is a district-affiliated charter guided by the vision and beliefs first authored by the charter development team, and aligned to the larger District’s mission, vision, and core values.

VUSD MISSION, VISION, AND CORE BELIEFS

VUSD Mission:
VUSD exists to provide students with an education that affords them limitless opportunities for the future.

VUSD Vision:
We will be the best at creating learners who can adapt to the future world and live lives of hope and purpose.

VUSD Core Beliefs:
• Every student can learn
• Learning is constant, time and resources are variable
• We work in teams
• Families have the most influence in a child’s life
• The teacher is the most influential person in a student’s educational life
• The principal is the most influential person in the school
• Every person in our school community has value
• We are all accountable for every student’s future
• The diversity in our community is an asset
• Ethics matter

GLOBAL LEARNING CHARTER SCHOOL VISION AND GUIDING PRINCIPLES

GLC Vision:
• We believe that successful students model 21st century skills.
• We believe that successful students value community.
• We believe that successful students are collaborative.
• We believe that successful students take risks and learn from experience.
• We believe that successful students are caring and open-minded.

GLC Guiding Team Principles:
• We will celebrate, laugh, and have fun together.
• We will build and maintain a culture that promotes safety and trust.
• We will stay positive, open-minded, and flexible.
• We will communicate with the intent to understand, the willingness to find consensus, and the bravery to effectively solve problems – ever mindful of what is best for our students.
• We will model a growth mindset by continually seeking limitless opportunities for professional growth through innovation, perseverance, and risk-taking.
• We will come willing to work hard for our kids, our peers, and ourselves.
• We will be committed to motivate, value, respect, and support each other in ideas, decision-making, and problem-solving – constantly striving to be an effective team.
• We will keep students as our primary focus, setting high expectations, and committing to the achievement of our goals.
### III. Description of Goals

<table>
<thead>
<tr>
<th>Identified Need and Metric(^1)</th>
<th>Description of Goal</th>
<th>Performance Indicator</th>
<th>Applicable Pupil Subgroup(s)(^2)</th>
<th>Barriers</th>
<th>Related State and Local Priorities(^4)</th>
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<td><strong>1. Need:</strong></td>
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<td>• Increase student academic achievement</td>
<td>We will engage students in a challenging curriculum and provide them support to be successful.</td>
<td>• The percent of students school-wide scoring Standard Met or Standard Exceeded will increase each year in ELA/Literacy and Math. &lt;br&gt; • The percent of students school-wide scoring Standard Exceeded will increase each year in ELA/Literacy and Math.</td>
<td>• English learners &lt;br&gt; • Students with special needs &lt;br&gt; • Low income students &lt;br&gt; • Foster youth &lt;br&gt; • African-American, Native American students &lt;br&gt; • All students</td>
<td>• Students learning English &lt;br&gt; • High percentage of low income students</td>
<td>• Implementation of state standards &lt;br&gt; • Student achievement &lt;br&gt; • Course access &lt;br&gt; • Other student outcomes</td>
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<td>Metrics:</td>
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<td>• CA Assessment of Student Performance and Progress (CAASPP), Gr 3-7</td>
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<td>• CA Science Test (CAST), Gr 5</td>
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<td>• Local Benchmarks, Gr K-7</td>
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<td>• English Language Proficiency Assessment for CA (ELPAC), Gr K-7</td>
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<td><strong>2. Need:</strong></td>
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<td>• Actively engage the community to promote shared responsibility for student success</td>
<td>We will support a district-wide collaborative culture for students and adults focused on learning and results.</td>
<td>• At least 95% of parents/guardians will attend school meetings (e.g., Fall and Spring conferences, SSTs, IEPs, 504s).</td>
<td>• English learners &lt;br&gt; • Students with special needs &lt;br&gt; • Low income students &lt;br&gt; • Foster youth &lt;br&gt; • African-American, Native American students &lt;br&gt; • All students</td>
<td>• Many parents do not understand the impact school attendance has on student success. &lt;br&gt; • Schools need to</td>
<td>• Parental involvement &lt;br&gt; • Student engagement &lt;br&gt; Implementation of state standards &lt;br&gt; • Student achievement</td>
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<td>students with chronic and irregular attendance</td>
<td>We will maintain a caring and encouraging learning environment for students and adults.</td>
<td>performance and classroom activities (e.g., Meet N’ Greet, Back-to-School Night, Open House) will increase each year for the next three years. Parent/guardian attendance at advisory and informational meetings (e.g., PTSA, SSC, ELAC) will increase each year for the next three years. Student and family attendance at PTSA functions (e.g., Ornaments Around the World, World's Fair, Padres y Pan) will remain high. The student attendance rate will increase each year until it reaches an average of 97%. The percent of students identified as having chronic or irregular attendance will decrease each year for the next three years. All families with chronic and irregular attendance will receive informational letters, personal calls, face-to-face meetings, and improvement plans according to the &quot;GLC Student Attendance Review Flowchart&quot;.</td>
<td>help parents understand the importance of establishing a parent school partnership.</td>
<td>• Other student outcomes</td>
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</table>

3. Need:
- Increase school connectedness and positive school culture
- Decrease negative | We will maintain a caring and encouraging learning environment for students and adults. | Parent/family responses on key metrics of the District-administered and the adapted Hannover survey show improvement each year for the next three years (e.g., 21st century learning, critical thinking, English learners, Students with special needs, Low income students, Foster youth, African-American, Native American students) | Many students and parents do not understand the importance of school norms and expectations. | • Implementation of state standards
• School climate
• Student achievement
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<td>behavior incidents</td>
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<td>thinking, rigor)</td>
<td>All students</td>
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<td>• Decrease the number of incidents that lead to suspension and expulsion</td>
<td>• Results from student surveys (e.g., CHKS, Co-Vitality) show positive trends on key indicators over the next three years (e.g., school safety, high expectations, caring relationships with adults on campus).</td>
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<td>Metrics:</td>
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<td>• Opportunities for enrichment and extra-curricular activities are increased each year for the next three years.</td>
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<td>• CA Health Kids Survey (CHKS)</td>
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<td>• The suspension rate will decrease each year until it is on par with the District's elementary school rate.</td>
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<td>• CA School Climate Survey (CSCS)</td>
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<td>• Students at risk of suspension/expulsion are provided additional Tier II and Tier III behavioral support (e.g., behavior intervention plans, social groups).</td>
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<td>• Co-Vitality Survey</td>
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<td>• The expulsion rate will remain on par with the District's elementary school rate.</td>
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<td>• Hannover survey</td>
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<td>(District-administered)</td>
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<td>• Adapted Hannover survey</td>
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<td>• Number of Minor and Major behavior incidents</td>
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<td>• Number of suspensions</td>
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<td>• Number of expulsions</td>
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IV. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<table>
<thead>
<tr>
<th>Description of Goal¹</th>
<th>Performance Indicators</th>
<th>Related State and Local Priorities²</th>
<th>Metric</th>
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</table>
| 1. We will engage students in a challenging curriculum and provide them support to be successful. | • The percent of students school-wide scoring Standard Met or Standard Exceeded will increase each year in ELA/Literacy and Math.  
• The percent of students school-wide scoring Standard Exceeded will increase each year in ELA/Literacy and Math.  
• The percent of students school-wide scoring Near Standard or Above Standard will increase each year in each claim area in ELA/Literacy and Math.  
• English learners will increase at least one proficiency level on the ELPAC every two years.  
• The percent of English Learners who meet the criteria of long-term EL will decrease each year (i.e., the rate of reclassification will increase each year). | • Implementation of state standards  
• Student achievement  
• Course access  
• Other student outcomes | • Students learning English  
• High percentage of low income students |

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<thead>
<tr>
<th>Action and Services</th>
<th>Proposed Expenditures</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
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</table>
### Actions, Services, and Expenditures for Students

<table>
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<tr>
<th></th>
<th>Core Content Area Instruction (ELA/Literacy, Math, History/Social Studies, Science):</th>
<th>Core Content Area Curriculum (ELA/Literacy, Math, History/Social Studies, Science):</th>
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<tr>
<td>1.1</td>
<td>Ensure high quality, data-driven, research-based instruction in core content areas, including best practices for English Learner (EL) and low-income students. Instructional strategies should be aligned with the school’s philosophy regarding how students learn best and the school’s vision (e.g., experiential and applied learning, cooperative and cross-age learning; differentiated instruction and products).</td>
<td>Ensure high quality, proven curriculum in core content areas, including material supports to ensure access for EL and low-performing students. Curriculum should be aligned with the school’s philosophy regarding how students learn best and the school’s vision (e.g., culturally relevant texts, differentiated content, real-world connections).</td>
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<td>Materials and Supplies</td>
<td>Library Media Center Clerk (LMCC):</td>
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<td>Materials and supplies that support core content area instruction include books, teacher materials, computers, TV displays, Apple TVs, iPads, and more.</td>
<td>The LMCC supports core content area instruction through supporting programs that provide students access to personalized instruction (e.g., Lexia, adaptive software, digital devices) and through maintaining library services and materials that support instruction in all content areas.</td>
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<td>Contracted Classified S &amp; B - 29000</td>
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<td>Library Media Center Clerk (LMCC):</td>
<td>Contracted Classified S &amp; B - 29000</td>
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<td>The LMCC supports core content area curriculum through supporting programs that provide students access to relevant content (e.g., AR, Lexia, digital devices) and through maintaining library services and classroom materials that support classroom curriculum needs, students’ interests, and a diverse student body.</td>
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<td>Title I 17,434.00</td>
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1.3 World languages:

Provide differentiated Spanish language instruction to all students. Curriculum should reflect students' assessed Spanish proficiency (e.g., Spanish for Spanish speakers) and should reflect a vertically-aligned curriculum that begins with conversational skills and becomes progressively more academic in nature.

1.4 21st Century Subjects and Themes:

Promote higher levels of learning by teaching 21st century subjects (e.g., geography, civics) and themes (e.g., global awareness, civic literacy) through an interdisciplinary approach across core content areas.

1.5 21st Century Learning and Innovation Skills:

Actively teach and create opportunities for students to develop the learning and innovation skills necessary to successfully manage and succeed in the complex life and work environments that dominate today's world, including creativity and innovation, critical thinking and problem solving, communication, and collaboration.
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<th>1.6</th>
<th>21st Century Media and Technology Skills:</th>
<th>Library Media Center Clerk (LMCC):</th>
<th>Contracted Classified S &amp; Title I B - 29000</th>
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<td>Actively teach and create opportunities for students to develop the media and technology skills necessary to successfully navigate and succeed in our technology and media-driven environment, including information literacy, media literacy, communications and technology literacy.</td>
<td>The LMCC supports the hardware and implementation of software that provide students regular practice navigating and using technology effectively (e.g., AR, Google Classroom, Hapara, digital devices).</td>
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<th>1.7</th>
<th>Personalized Learning:</th>
<th>Library Media Center Clerk (LMCC):</th>
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<td>Personalize learning in the classroom through differentiated preparation and student engagement. Teachers provide differentiated learning opportunities through adjustments in content (i.e., access), process (i.e., sense-making), and product (i.e., artifacts, evidence). Students engage in classroom activities differently dependent on readiness (i.e., skill level), interest (i.e., choice, background), and learning profile.</td>
<td>The LMCC supports personalized learning through helping to ensure the accessibility and usefulness of technology tools (e.g., Chromebooks, iPads, TV monitors) that enable personalized learning for students, as well as providing training and support for teachers using software that aids personalized learning (e.g., Lexia).</td>
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<th>1.8</th>
<th>Academic Response to Intervention (RtI):</th>
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<td>Meet the needs of low performing and high performing students through in-school and after-school interventions and enrichment opportunities. The RtI program will compliment personalized learning approaches to ensure students are met at their point of need and that all students experience challenge and growth.</td>
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1.9 Assessment:

Develop a comprehensive assessment system that provides useful and timely information regarding student learning to be used for reflection, evaluation, and planning. The assessment system should be aligned to instruction and outcomes and rely on multiple methods of assessment.

Library Media Center Clerk (LMCC):

The LMCC supports the implementation of a comprehensive assessment system through management of the Accelerated Reader (AR) and Lexia programs, as well as the facilitation of state-wide assessments (e.g., CAASPP, ELPAC).

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1.10 Professional Development:

Develop a comprehensive approach to professional development for all staff that: is aligned to school goals, instructional models, learning outcomes, and student assessments; focuses on both school-wide and individually identified needs; includes opportunities for active learning and application of new strategies; provides opportunities for collaboration among teachers; and includes embedded follow-up and continuous feedback.
2. We will support a district-wide collaborative culture for students and adults focused on learning and results.

- Parental involvement
- Student engagement
- Implementation of state standards
- Student achievement
- Other student outcomes

- Many parents do not understand the impact school attendance has on student success.
- Schools need to help parents understand the importance of establishing a parent-school partnership.

Action and Services

2.1 Professional Learning Communities (PLCs):

Model the PLC approach to school development through adopting the critical assumptions of a PLC, including a focus on learning, a collaborative culture, collective inquiry, an action orientation; a commitment to continuous improvement; and a results orientation. Grade-span teams (e.g., TK-K, 1-2, 3-4, 5-6, 7-8) will meet in collaborative groups to engage in a cycle-of-inquiry process using the four essential questions of PLCs: 1) What do we want students to know?; 2) How will we know if they learned it?; 3) How will we respond when we discover that some didn’t learn it?; and, 4) How will we respond when some students already know it?

2.2 Teachers Observing Teachers:

Engage in the shared practice of observing, discussing, and analyzing teaching and learning using a structure modeled after the medical-rounds model used by physicians and instructional-rounds used by a growing number of schools and educators. Using this approach, staff look closely at what is happening in classrooms and work together to systematically improve high-quality teaching and learning for all students.
2.3 21st Century Life and Career Skills:

Develop thinking skills, content knowledge and social and emotional competencies that navigate complex life and work environments including: flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility. Work closely with the Tulare-Kings Linked Learning (TKLL) Consortium, whose mission it is to “sustain a collaborative network to advance integrated academics with career based learning and real world work experiences to ensure that students are prepared for college, career, and life,” in order to provide work-based learning (WBL) opportunities to all students.

2.4 Cooperative Learning and Engagement Structures:

Utilize cooperative learning and engagements structures (e.g., Kagan) to build collaborative cultures in classrooms and collaboration skills in students.

2.5 Community Partnerships:

Build formal and ongoing partnerships with community organizations to support student outcome goals (e.g., civic literacy, social and cross-cultural skills, leadership and responsibility) and to add value to our community through service and civic involvement. Grade-level span teams will select an organization that aligns with their grade-span area of emphasis to develop lasting partnerships that can be developed and improved over years.

During the 2017-18 school year, GLC partnered with and/or received grant monies from: the Lion's Club, the Rotary Club, the CA Retired Teacher Association, the Tulare County Farm Bureau, the Visalia Assistance League, the Visalia Master Gardeners, the Visalia Education Foundation, Fresno State physics out-reach, WorkLink/YES program, and more.
2.6 Parent and Stakeholder Involvement:

Create regular and varied opportunities for parent and stakeholder involvement through advisory councils, parent organizations, family events, parent education programs, volunteer programs, frequent communication, and more.

Materials and Supplies

Materials and supplies for parent involvement opportunities, such as Meet-n-Greet, Back-to-School Night, parent-teacher conferences, parent information nights, Open House, SSC, ELAC, and PTSA.

2.7 After School Programs:

Work with community organizations which provide after-school programs and support to local schools. These include, but are not limited to, the Pro-Youth HEART afterschool program, the VUSD American Indian Program, and the Big Sisters Big Brothers program. After school programs offer homework assistance, tutoring, enrichment, and cross-age social opportunities for students.

2.8 Parent Teacher Student Association (PTSA):

Provide a forum for parents, staff, and students to work together to support students, engage and empower families, and create a collaborative school community. Activities of parent teacher organizations usually include fundraising, enabling classroom support (e.g., room parents), and organizing school-wide family events.
3. We will maintain a caring and encouraging learning environment for students and adults.

- Implementation of state standards
- School climate
- Student achievement

Many students and parents do not understand the importance of school norms and expectations.

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<tr>
<td>3.1 Positive Behavior Intervention and Support (PBIS):</td>
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<td>Develop and implement a successful PBIS program to establish the behavioral supports and social culture needed for all students in school to achieve social, emotional and academic success. Build and continuously improve each tier of the RtI design, focusing on essential markers, collaboration, and communication. The focus for 2017-18 was the development of Tier 1 markers. The focus for 2018-19 will be the development of Tier II.</td>
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<td>3.2 Principles of Restorative Justice:</td>
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<td>Utilize principles of restorative justice to inform classroom and school-wide discipline processes that positively influence cooperation, respect, and responsibility. Restorative justice skills and strategies can create more positive learning environments will decreasing poor behavior choices. The Assistant Principal will be attending professional development in the area of Restorative Justice principles during the 2018 summer.</td>
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<td>3.3 Growth Mindset:</td>
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<td>Educate students, staff, and parents regarding the importance of mindset and its role in life-long learning and perseverance. Ensure that implicit and explicit messages to students and families reflect the belief that all students can learn, mistakes are valuable, and persistence leads to success. For the 2017-18 school year, a school-wide initiative called the First Six Weeks of school focused on developing a strong culture and Growth Mindset across all grades.</td>
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<td>3.4 Student Ownership:</td>
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<td>Enable the development of student ownership in learning</td>
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through instructional strategies and curriculum development that provides opportunities for student choice, influence, and goal setting. Project-Based Learning (PBLs) provided an effective framework for developing student ownership and leadership during the 2017-18 school year.

3.5 Student Leadership:

Enable opportunities for leadership development through the provision of classroom and school-wide activities that call on students to engage in group organization, public speaking, community service, and civic involvement. Project-Based Learning (PBLs) provided an effective framework for developing student ownership and leadership during the 2017-18 school year. For the 2018-19 school year, grade 7 students may qualify for the California Junior Scholastic Federation (CJSF).

3.6 Community Service:

Utilize community partnerships to create opportunities for students to serve in their community, thereby contributing to caring and encouraging environments. Create standards and expectations for community service that promote leadership, organization, and perseverance. Grade 5/6 students led a sock drive, the Lion's Recycle for Sight eyeglass recycling drive, as well as fundraisers to support school initiatives.

3.7 Extra-curricular and Enrichment Activities:

Provide opportunities for extra-curricular and enrichment activities for students that encourage learning and risk-taking through collaborations with after-school programs, parent teacher organizations, and community partnerships. Extra-curricular/enrichment activities during the 2017-18 school year included Track, the Board Game Club, and Yearbook. Additional sport and club activities are planned for the 2018-19 school year.

3.8 Comprehensive School Safety:

Develop and implement an annual comprehensive school safety plan (CCSP) that incorporates activities to maintain a caring and encouraging learning environment for students.
and adults such as PBIS, anti-bullying education, Character Counts, restorative justice, and emergency preparedness. Work with advisory councils to develop and approve the CCSP.
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</table>
VI. Expenditure Summary

**Total Allocations and Expenditures by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Allocation</th>
<th>Balance (Allocations-Expenditures)</th>
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</thead>
<tbody>
<tr>
<td>Title I</td>
<td>65509</td>
<td>0.00</td>
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<tr>
<td>Title I - Parent Involvement</td>
<td>1875</td>
<td>0.00</td>
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**Total Expenditures by Object Code and Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Object Code</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>Contracted Classified S &amp; B - 29000</td>
<td>47,434.00</td>
</tr>
<tr>
<td>Title I</td>
<td>Materials &amp; Supplies - 43000</td>
<td>18,075.00</td>
</tr>
<tr>
<td>Title I - Parent Involvement</td>
<td>Materials &amp; Supplies - 43000</td>
<td>1,875.00</td>
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</tbody>
</table>
Appendix B

- Briefly describe how you ensure that all teachers work in teams to meet the needs of Goal 1 and Goal 3. Teamwork is critical to the success of GLC and the realization of its vision. Teachers serve on several teams and meet regularly in teams to collectively reflect, plan, implement, and improve. All teachers attend certificated staff meetings weekly on Mondays from 3:30-5:00 PM. Topics are carefully planned and calendared to support school and district goals. Teachers also serve on grade-span teams that meet weekly, also referred to as Professional Learning Community (PLC) teams. PLC teams are responsible for grade-specific instructional planning, assessment, Project-Based Learning (PBL) development, and collaboration. In addition, most teachers serve on at least one additional school committee or team, such as Positive Behavior Intervention and Support (PBIS), School Site Council (SSC), Parent Teacher Student Association (PTSA), Professional Learning Community (PLC), or the report card committee. Finally, formalized mentor-mentee teams have been created to support teachers in their first few years of teaching.

- How does the SPSA support increased student and teacher understanding of mathematical practices? (Goal 1: Challenging curriculum and support- Milestone: All students are ready for the rigor of 9th grade math & continue towards College and Career Ready)
The SPSA supports increased student and teacher understanding of mathematical practice through addressing the provision of core content area instruction and curriculum, personalized learning opportunities, academic Response to Intervention (RtI), assessment, and professional development. The curriculum utilized includes Investigations 3 for grades TK-5 and Connected Mathematics 3 (CMP 3) for grade 6. Both products are from the publisher Pearson. Materials and services include teacher materials, student workbooks, manipulative kits, and students licenses to utilize MyPerspectives on the Pearson Realize digital learning platform. The learning management system Hapara allows teachers to augment their use of Google Classroom and provide student-centered content and instructional planning. Professional development was provided for Investigations 3 and Hapara in summer, with supplemental trainings provided during the year. During the summer of 2018, grades K-4 will be participating in a four-day training focused on understanding and developing mathematical thinking and practices for students called Cognitively Guided Instruction (CGI).

- How does the SPSA support increased teacher understanding and implementation of Balanced Literacy? (Goal 1: : Challenging curriculum and support-Milestone: All students are reading at grade level by 3rd grade & continue towards College and Career Ready)
The SPSA supports increased teacher understanding and implementation of balanced literacy through addressing the provision of core content area instruction and curriculum, academic Response to Intervention (RtI), assessment, and professional development. The curriculum utilized includes Fountas and Pinnell Classroom Systems for grades TK-2, Lucy Calkin's Units of Study in Writing for TK-6, Lexia for grades TK-5, and NewsELA for grades 3-6. Additional curricula are identified and created by teachers specific to the needs of their students and grade-span. Assessments include district writing assessments, Accelerated Reader (AR) quizzes and STAR results, and the Fountas and Pinnell Benchmark Assessment System (BAS). Professional development was provided for Lucy Calkins (grades TK-6), the Continuum of Literacy/Guided Reading (grades TK-2), BAS assessment (grades TK-2), and NewsELA (grades 3-6) in summer, with supplemental trainings provided during the year. Site-level expertise and collaboration with the VUSD Teachers-on-Special-Assignment (TOSAs) has been an important resource for for increasing teachers' understanding and implementation of Balanced Literacy.

- How does the SPSA support learning for at-risk students (EL learners/SWD) to ensure growth in both Literacy and Math? (Goal 1: : Challenging curriculum and support -Milestone: College and Career Ready)
All goals identified in the SPSA are applicable to all students, including, but not limited to, English Learners (EL) and students with disabilities (SWD). Personalized learning practices and Response to Intervention (RtI) approaches are critical to the GLC program. These practices enable staff to more effectively respond to the needs of ELs and SWDs. In addition, there is a Learning Center staffed by an full-time Education Specialist and a 6-hour Special Education aide. These staff provide push-in and pull-out academic services to students with disabilities and some high-need students. Integrated English Language Development (ELD) is a part of the English Language Arts (ELA) instruction school-wide. Pull-out reading intervention was provided for at-risk students for some of the 2017-18 school year, and planning is underway to provide additional support for reading groups in 2018-19.
• How does the SPSA support a climate and culture that is focused on Positive Behavior Intervention Systems (PBIS) for both students and staff? (Goal 3-Maintaining an encouraging and caring learning environment)

Our school uses the Positive Behavior Intervention Systems (PBIS) framework to develop a climate on campus that supports the academic and social-emotional learning of students, as well as a culture that supports teachers. During our first year of implementation of the PBIS framework, the school focused on Tier I implementation and made considerable growth. The school logo, SHINE (Safe, Honorable, Innovative, Never Give Up, and Empower), is regularly recited, referenced, and utilized as a catalyst for discussing and reflecting on behavior. PBIS behavioral expectations signs are mounted at multiple locations across the site. Students are recognized for behavior that models the SHINE expectations through individual tickets, weekly recognitions, the SHINE board in the front office, and student recognition awards. Classes are recognized for positive behavior through classroom compliments and weekly cafeteria recognition. Passport days and classroom practices reflect the understanding that behavior expectations need to be clearly communicated, taught, and reinforced. Members of our school PBIS team have attended multiple all-day PBIS trainings and hold monthly meetings. In addition, the PBIS team includes two parents, two students, and the HEART after-school program director, as a means of gathering diverse input as well as communicating out the premises of the PBIS framework. The school's PBIS behavioral statement of purpose is: "In order to make our community a more peaceful and compassionate place where all members feel valued and safe, we will create a framework for establishing a positive school climate, including systemic behavioral expectations and consistent routines and procedures. We will do this by focusing on prevention, teaching and modeling prosocial behaviors, fostering self-efficacy, providing specific feedback, and collecting data to guide continuous improvement and next steps."
Appendix C - Recommendations and Assurances (Global Learning Charter School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Alternative Governance Team for schools in Program Improvement
- Compensatory Education Advisory Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: 5/3/2018

Attested:

Karin Aure (Principal)  
Typed Name of School Principal  Signature of School Principal  Date

Charles Duarte (SSC Chairperson)  
Typed Name of SSC Chairperson  Signature of SSC Chairperson  Date
Appendix D - School Site Council Membership: Global Learning Charter School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aure, Karin</td>
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<td>X</td>
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<tr>
<td>Bodensteiner, Rebecca</td>
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<td>Cerecedo, Rodrigo</td>
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<td>Downs, Amy</td>
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<td>Duarte, Charlie</td>
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<td>Holland, Melinda</td>
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<td>Hyde, Stacy</td>
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<td>Kirchman, Scott</td>
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<td>Main, Garrett</td>
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<td>X</td>
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<td>Mohs, Laura</td>
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<td>Robinson, Laurie</td>
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<td>Rodriguez, Rebecca</td>
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**Numbers of members of each category**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
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</tbody>
</table>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.
Appendix E – Parental Involvement Plan

PART I: Expectations

This site agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Plan that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Plan in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Plan available to the local community.
- The school will periodically update the School Parental Involvement Plan to meet the changing needs of parents and the school.
- The school will adopt the school’s school-parent compact as a component of its School Parental Involvement Plan.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) that parents play an integral role in assisting their child’s learning;
    - (B) that parents are encouraged to be actively involved in their child’s education at school;
    - (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: Description of how the school will implement required District Wide Parental Involvement Plan components

1. The school will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Plan and its school wide plan, if applicable, in an organized, ongoing and timely way under section 1118(b) of the ESEA:

   This School Parental Involvement Plan (SPIP) has been created based on the programs and practices identified in the school's charter petition and is aligned with the district's Parent Partnership Statement. The charter petition was required for authorization and draws significantly on the vision and direction identified by the charter development team, which consisted of parents, teachers, administrators, community members, and one VUSD board member. From this year forward, the SPIP will be created in cooperation with the School Site Council (SSC), which will in turn consult with other school teams and councils. The SSC is currently gathering data and information to be used in the revision of this SPIP.

2. The school will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Plan:

   Currently, the school distributes the Parent Student Handbook (in English or Spanish) to all students either at the beginning of the school year, or at the beginning of a student's enrollment at GLC. The Parent Student Handbook provides families with the following information related to parent involvement: school calendar, parent conferences, school culture and behavior, and family involvement (including PTSA, volunteering and chaperoning, SSC, and ELAC). In subsequent years, the SPIP will be distributed along with the Parent Student Handbook to each student each year. Currently, the SPIP is being made available on the school's new website.

3. The school will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

4. The school will convene an annual meeting to inform parents of the following:

   Multiple parent meetings are scheduled throughout the year to inform parents of school programs, practices, opportunities, and rights. These include, but are not limited to, Meet n’ Greet, Back-to-School Night, Open House, and a Title I parent meeting held annually at the beginning of each year providing important information to parents regarding the school's participation in Title I, the requirements of Title I, and the rights of parents to be involved.

5. The school will hold a flexible number of meetings at varying times related to Parent Involvement.

   In addition to the annual meetings noted above, the school holds other optional meetings and trainings that relate to parent involvement. These include PTSA, SSC, and ELAC meetings, as well as parent volunteer orientations.
6. The school will provide timely information about Title I programs to parents of participating children in a timely manner.

In addition to the annual Title I meeting, the SSC meets a six (6) times each year to review Title I budgeting and school-wide planning. The SSC reviews student performance data to make recommendations for school planning, and approves the SPSA, which holds schools accountable for how they spend Title I funds.

7. The school will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.

Parents are provided a description and explanation of the school curriculum, assessment measures, and proficiency expectations through various communication practices, including Back-to-School Night, parent teacher conferences, and classroom communications (e.g., weekly newsletters). This information is also outlined in our SPSA and LCAP, which are being made available on our school website.

8. The school will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Parents and families have multiple pathways to participate in decisions relating to the education of their children. All parents are provided an opportunity to participate in parent-teacher conferences at the end of the first trimester each year. In addition, parents of students who are struggling academically or behaviorally are provided another opportunity for a parent-teacher conference at the end of the second trimester. Furthermore, a parent may request a meeting with a teacher at any time during the year. Student Study Teams (SSTs) provide another forum for parents and teachers to meet to discuss the education of a student. SSTs are a formal meeting that teachers may request based on their own concerns regarding a student's progress or at a parent's request. At GLC, half-days are set aside for SSTs approximately every 6 weeks, though SSTs can also be scheduled at any time.

9. The school will submit to the District any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

The GLC principal meets regularly with a VUSD Area Superintendent, and will report any parent comments indicating dissatisfaction with the school plan.

PART III: Shared Responsibilities for High Student Academic Achievement

1. The school will build the schools’ and parent’s capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

The following activities are meant to strengthen parental involvement at school in order to improve student academic achievement:

- Regular school-to-home communication (ongoing)
- Meet-n-Greet (August)
- Open House (August/September)
- Parent teacher conferences and progress reports, 1st trimester (November)
- Parent teacher conferences and/or progress reports, 2nd trimester (March)
- Progress reports, 3rd trimester (June)
- Parent Teacher Student Association (PTSA) board and association meetings (August-June)
- PTSA sponsored activities (e.g., family nights, World's Fair)
- School Site Council (SSC) meetings (6 times per year)
- English Learner Advisory Council (ELAC) meetings (5 times per year)
- Student Study Teams (SSTs) (as necessary)
- Individual Education Plan (IEP) meetings (Special Education)
- Parent-teacher meetings (as scheduled)
2. The school will continue to utilize the school-parent compact as a component of its School Parental Involvement Policy. Parents will meet with teachers each year during the first trimester to discuss the components of the compact and sign it.

3. The school will, through the District’s Parent University Program, provide assistance to parents of children served by the school in understanding topics such as the following:
   - The State’s academic content standards
   - The State’s student academic achievement standards
   - The State and local academic assessments including alternate assessments
   - The requirements of Title I
   - How to monitor their child’s progress
   - How to work with educators

4. The school will, through the District’s Parent University Program, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement by:

Global Learning Charter School (GLC) will advertise and make recommendations to parents who may benefit from the information and training provided as part of the District's Parent University Program. For the 2017-18 school year, the Parent Institute for Quality Education (PIQE), School Smarts, and Latino Family Literacy were held at school sites other than GLC. Dates and locations for parent university programs will be shared with GLC families ahead of the 2018-19 school year.

5. The school will educate its teachers, pupil services personnel, principals and other staff in how to reach out, to communicate with, and work with parents as equal partners in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools by:

GLC places considerable importance in the relationships between teachers and parents. This is reflected in the school's design, which includes multi-age classrooms from TK to grade 6. Multi-grade classrooms enable teachers to "loop" with half of their students each year. There are many identified benefits of looping, with one of those being the quality of relationships built between teachers and parents. The topic of building effective relationships and partnerships with parents is addressed with teachers through the weekly bulletin and staff development meetings.

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that encourage and support parents in more fully participating in the education of their children by:

Part III Section 1 (copied below) of this SPIP provides a list of school activities meant to strengthen parental involvement in school and improve student academic achievement. These same programs and activities are expected to encourage and support parents to more fully participate in the education of their children. Critical to their success is quality implementation and effective communication. Parents are generally notified of these activities through notes sent home (English and Spanish), weekly automated telephone calls (English and Spanish), and postings on the school's marquee and new webpage.

Part III, Section 1:
- Regular school-to-home communication (ongoing)
- Meet-n-Greet (August)
- Open House (August/September)
- Parent teacher conferences and progress reports, 1st trimester (November)
- Parent teacher conferences and/or progress reports, 2nd trimester (March)
- Progress reports, 3rd trimester (June)
- Parent Teacher Student Association (PTSA) board and association meetings (August-June)
- PTSA sponsored activities (e.g., family nights, World's Fair)
- School Site Council (SSC) meetings (6 times per year)
- English Learner Advisory Council (ELAC) meetings (5 times per year)
- Student Study Teams (SSTs) (as necessary)
- Individual Education Plan (IEP) meetings (Special Education)
- Parent-teacher meetings (as scheduled)
7. The school will, to the extend feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:
   • Send written notice of all meetings in English and Spanish and post notices of meetings in the school office and on the school marquee in a timely manner.

8. The school will provide such other reasonable support for parental involvement activities as parents may request. GLC is committed to developing strong partnerships with all parents and families, and will fulfill any other reasonable duties or requirements to make this happen.

9. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand. The majority of school-wide parent communication is provided in both English and Spanish. This includes notes home and weekly automated telephone messages. Additionally, all major events provide Spanish translation, including Back-to-School Night, parent teacher conferences, Meet-n-Greet events, etc. Site facilities are ADA compliant to ensure equal accessibility for parents/family members with disabilities. Finally, the school’s commitment to building parent partnerships and serving families effectively means that our staff and school will take additional measures necessary to ensure that all parents are provided full opportunities for the participation in their child’s education.

PART IV: Adoption

Each year this School Parental Involvement Plan will be developed jointly with and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the School Site Council minutes and signature of the School Site Council Representative.