Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granada Hills Charter	Jennifer DaCosta Administrative Director, Instruction	jdacosta@ghctk12.com

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As of the 2020-21 school year, Granada Hills Charter (GHC) is in its eighteenth year as an independent charter school and is one of the leading comprehensive public TK-12 schools in Los Angeles and in the state. The Granada Hills Charter educational program continues on the trajectory of ensuring all students become college and career ready with embedded social emotional support. The Governing Board continues to address established school goals which are developed with written input from all stakeholder groups; refined and approved through stakeholder committee meetings and the school leadership team. Understanding the needs of our student and implementing systems and strategies to immediately address those needs is a continual process throughout the year. GHC received a five-year renewal in 2019 from the Los

Angeles Unified School District, our charter authorizer and we were recognized by the LAUSD Charter Division in 2020 for maintaining a financially sound budget and transparent fiscal policies as well as being recognized for our strong Student Achievement and Educational Performance and Governance. Our GHC program prepares students for college and career which begins with transitional kindergarten. GHC's strong academic programs complemented by a strong business and operations model is the hallmark of Granada Hills Charter's success.

The school's Learning and Continuity Plan and the alignment to the Identified Outcomes focuses on identified critical needs; meeting the learning needs of all students, including English Learners and Students with Disabilities; providing for college and 21st Century career readiness; and increasing parent engagement with a focus on school climate. Students continue to perform at high levels, as evidenced by the results on the Smarter Balanced Assessments and other internal and external assessments such as the Advanced Placements, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures from 2018-19 and 2019-20 years, respectively. However, with the transition to distance learning and the suspension of the California Dashboard, GHC has identified additional internal assessments in order to monitor student progress and identify areas for enrichment and intervention with a focus on the struggling subgroups identified in the release of the CA Dashboard in December of 2019: English Learners, Students with Disabilities, Hispanics, Socioeconomically Disadvantaged and African American.

GHC continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and the implementation of the Common Core Curriculum. Within the traditional instructional program GHC offers a variety of academic programs for student selection;Humanitas/New Media, Global Business and Finance, Science, Technology, Engineering and Mathematics, Granada Guaranteed Curriculum and iGranada. Granada is one of a few schools in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. The IB - Middle Years Program is providing a solid foundation for students transitioning to the 9-12 program. Granada's Advanced Placement Capstone Program, which was implemented in 2015, is an established leader for the national program with GHC teachers as consultants and workshop facilitators for the organization. In addition to a traditional instructional program, the iGranada programs incorporate online and face-to-face instruction in an innovative approach. The iGranada Program serves students who need a flexible schedule while still offering a rigorous academic experience in an alternative NCAA approved blended instructional model. Throughout the

academic programs students complete the A-G requirements with after school support and enrichment activities funded by school grants.

Granada Hills Charter's student population is extremely diverse with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable student population that represents the racial and ethnic diversity of the territorial jurisdiction.Students can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2019-20 student population of 5,120 consists of 40.78 percent Hispanic or Latino, 9.14 percent Filipino, 17.05 percent Asian, 4.06 percent African American, 0.41 percent American Indian or Alaska Native, 0.39 percent Native Hawaiian or Other Pacific Islander, 25.08 percent White and 1.07 percent Multiple ethnicities. Over the last 10 years, the most significant change in student ethnic groups is a 10.0 percent (29.9 to 40.78 percent) increase in the Hispanic or Latino population. Currently,

over 2,600 (51.66%) students are eligible for the National School Lunch Program ("Free or Reduced Meals"). Special education students have increased to 9.12% with the English Learner population at 2.44%.

In response to the Covid-19 pandemic and California's Stay at Home Order, Granada Hills Charter closed school on March 16, 2020 and transitioned to a Distance Learning model (GHC Launch) for the remainder of the 2019-2020 school year. In July 2020, Governor Newsom extended the order for school closures until Los Angeles County is able to stay off of the state watchlist for at least 14 days. Under this directive, GHC opened the 2020-2021 school year in a Distance Learning model.

The Covid-19 pandemic and subsequent school closure has impacted the delivery of essential services such as meal distribution, physical, behavioral, and mental health services and the ability to learn in a safe, supportive environment. The broader social and economic impact of the pandemic on communities has led to increased economic instability, unemployment, food insecurity, and trauma. This has been exacerbated for families and students within the school community who receive targeted supports that have been typically provided in-person to our Homeless/Foster youth, students with disabilities, English Language Learners, and our socioeconomically disadvantaged population. The

pandemic has also increased physical and social isolation from the school community, increasing the potential for trauma and negative social consequences.

Furthermore, GHC has modified integral components of its academic program including intervention and enrichment programs. Teachers and support staff have had to transition to an online format and all traditional methods of delivery of instruction, curriculum pacing, and assessments of student learning to be designed for online access. Department leaders and grade level leaders created content hubs for teachers to access curriculum for their courses. These hubs and access to the instructional leadership for guidance and mentoring were targeted resources for the transition to distance learning.

In developing the Learning Continuity Plan, GHC has recognized the fact that the pandemic has disproportionately impacted students and families already experiencing instability and inequitable outcomes, this includes our English language Learners, Foster/Homeless youth, and students eligible for free/reduced meals. GHC, has therefore, made a concerted effort to ensure more equitable access and outcomes for all of our students. The implementation of distance learning in the spring of 2020, with all students having access to the internet with a school issued chromebook, continued access to robust course offerings, curriculum and instruction as well as flexible schedules has given us the opportunity to collectively respond and lay a foundation that will allow all students to thrive in 2020-21. Refinement of the GHC Launch program, guidelines provided by the state, feedback from all stakeholders, GHC was able to implement a distance learning program in the fall of 2020 which addressed the articulated need for more transparency within each course, an agreed upon schedule allowing for daily intervention for our identified subgroups, a schedule which is designed for a smoother transition to in-person learning which is the goal, and access to all course offerings, community building engagement, enrichment and intervention.

Local Continuity Plan (LCP) Contributing Services Summary
2020-2021

Improved services for Socioeconomically Disadvantaged, English Learners, Foster Youth, Hispanic and African-American address academic, social emotional, and behavioral interventions:

1)   Professional Development focusing on Standards-Based Grading, Differentiation, and Google Tools as well as site licenses for Instructional Tools through Distance Learning; addressing homework, "Equity Learning Series" professional development for all staff (certificated and classified and students) TK-12;

2)   Continued implementation of the agreed upon universal instructional strategies implemented in all disciplines in 2019-20 targeting the identified areas of need (CAASPP claims) for intervention in ELA and Math with a focus on critical subgroups across the TK-12 Program;

3)   English Learner Focus: Sheltered courses in English 11 and US History and ELL cohorts in Algebra I, Geometry and Algebra II as well as an Advanced ELD course TK-12; Targeted EL support in TK-8

4)   Free Food Services throughout the year TK-12;

5)   LINK Crew: Academic Mentor Program with a Freshman "onboarding" program that focuses on social/emotional support and integration into the GHC community 9-12;

6)   Summer School remediation in the 6-8 and 9-12 program with additional support in English and math, Extended School Year (ESY);

7)   Addressing Learning Loss: Departments and grade levels will create and continue to implement common benchmarks and rubrics that consistently measure growth on school identified SBAC skills – Due to the lack of state assessment data, GHC will use internal benchmarks for TK-12 in grade levels and discipline specific content, and two implementations of the NWEA as well as our D/F grade tiered system of intervention complemented with the powerschool assessment tool to monitor student achievement and identify areas for intervention. GHC will also continue to use the PSAT given our return to campus;

8)   Students with Disabilities focus: Structure of resource/skills classes as well as access to alternative course selection will provide more opportunity and intervention for identified students. GHC will continue to follow the goals outlined in the Performance Indicator Review submitted to LAUSD and the state in 2019-20. Afternoon tutoring and intervention is targeted during distance learning TK-12;

9)   Monitoring Homework: Examining purpose of homework within all department and targeted professional development around student and teacher tools (google classroom and google calendar), surveys and feedback from parents in order to assess stress and workload during distance learning implementation TK-12;

10) The Writing Center and Math Center will specifically address the needs of identified students with a system for identification using NWEA data, Summer Transition Academy Grades and current course grades in every marking period. Trained instructional aides in the respective discipline will collaborate with an identified lead certificated staff in the respective discipline in order to maximize time for targeted skill specific intervention through one-to-one tutoring and small group instruction as well as online submission of essays for direct feedback to students. Based on data from 2019-20 the identified grade levels for focus are sophomores and juniors 9-12;

11) Addressing Learning Loss: Continued tiered Academic Intervention with a targeted focus on any student earning a D or F in one or more courses will be assigned with an adult advocate and focused intervention through additional online supports and/or after school tutoring through the Writing Center/Math Center or AHA tutoring and during the afternoon intervention block 9-12;

12) College Counselors;

13) Whole School Size Reduction;

14) Psychologist and Mental Health Services;

15) Coordination of Services Team (COST) to collaborate and address the students at the highest risk with an individually designed plan for intervention involving multiple offices and personnel.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Given the impact of the COVID-19 pandemic which resulted in the physical school closure on March 16, 2019, it was imperative that the school sought written stakeholder feedback regarding the implementation of the distance learning platform, identification of social and emotional needs and support, academic intervention as well as the continued access to food and technology.

A comprehensive survey of all stakeholders, prior to school closure, was compiled by Columbia University, Teachers College through the Survey Research Initiative on February 5, 2020.

GHC has been using the Possip platform for our parents over the last two years. This platform is delivered to parents by email or text messaging and it is in the home language of the parent/guardian. Parents/guardians can also respond in their home language and it will be translated in order to facilitate communication and address any issues, questions or concerns articulated by the parent/guardian. During the school closure in the spring of 2019, we sent out surveys to our parents/guardians on the following dates: March 29, May 3, May 24, June 21, July, 19, August 23 and August 30. Open-ended questions were targeted around the following: Food and technology needs, social emotional health and resources, feedback around GHC Launch Program (homework, instructional time, intervention), grading.

The GHC school leadership team met weekly during the COVID-19 school closure for the TK-8 program and the 9-12 program. The leadership group is composed of all department chairs/Grade level leads, lead counselor, ELL Coordinator,

Special Education Chair and instructional administrative team. During the GHC Launch in the spring, we surveyed our teachers on the implementation of GHC Launch and asked for specific feedback for refinement. Chairs met with their respective departments and received feedback within the weekly meetings around identified issues with teacher access to technology, designing curriculum, technology tools for instructional implementation, homework and late work as well as attendance. Additional feedback from teachers came from our two summer programs (Summer Transition Academy and Summer School). Teachers implemented a universal Google Classroom Shell which was designed in response to parent and student feedback during the GHC Launch in spring. The need for transparency and common expectations for posting lessons, accessing live sessions, retrieving assignments and finding due dates became evident during our spring implementation of distance learning. Therefore, professional development with a focus on streamlining Google Classroom was created and required for all staff. Efforts for stakeholder feedback with targeted questions around distance learning, equity training and access which informed the Learning Continuity Plan continued through fall.

Students are an essential stakeholder group and their feedback during GHC Launch around homework, access, grading, late work, anxiety and time management helped drive the development of the distance learning schedule, intervention and access to support for the 2020-21 year. Students were surveyed during the spring and summer.

All stakeholder feedback from spring as well as over the summer helped to refine our distance learning format, the bell schedule and expectations.

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings have been held remotely including Board Meetings, School Site Council, PTSA, and parent orientations. Members of the school community are able to call in or participate via video-conferencing.

[A summary of the feedback provided by specific stakeholder groups.]

Teachers College|Columbia University|Survey Research Initiative: Identified trends from the February 5, 2020 survey results (prior to COVID-19 and school closure) -

Staff 9-12:

- Would like to see more administrative presence in the classroom and opportunities for open communication to build community. More transparency around goal communicated with the staff;
- Encourage a more holistic teaching model, including college alternatives;
- Improve collaboration amongst teachers and increase PD participation that caters to teacher growth priorities;
- Themes for improvement - Substance abuse, low student credits, teen mental health and equity

Staff TK-8:

- More time to plan, learn from each other, and observe as they grow;
- Solidify routines and systems;

Parents 9-12:

- Consider expanding holistic and applicable life-skills courses to include finance, Social Emotional Learning, Cooking, stress management and accommodations for English Language Learners;
- Lessen the amount of homework given to promote a blanched lifestyle;
- Additional guidance from counselors for students, provide post-secondary alternatives to include various colleges and vocational paths
- Differentiation for all learners
- Address drug and alcohol use on campus;

Parents TK-8:

- Would like to see additional extracurricular options and teaching modalities

- More transparent communication from administration and the school;

Students 9-12:

- Consider the pressure experienced and the workload assigned as they balance other priorities, multiple classes, and mental health
- Examine school regulations such as dress code, tardiness, policy, detention, phone possession, and whether they are carried out fairly and without biases
- Improve student access to technology for research
- Need increased awareness from teachers when students need personalized help in academics, and additional opportunities to improve

During the GHC launch and after the school closure, both parents and students provided feedback around creating a common platform for Google Classroom in order for transparent posting of assignments and due dates. Students also asked for more understanding around the homework and balancing the load of homework within the crisis of the pandemic. While developing the LCP, parents, students and staff were asked for feedback on the type of distance learning schedule during the day and throughout the week.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following points reflect the aspects of the LCP that were influenced by stakeholder input:

• Increased support for technology that supports Distance Learning (Chromebooks, mobile hotspots, increased security with GoGuardian, and instructional resources/apps).

• Increased teacher and administrator training for Distance Learning (Google suite, learning apps).

• Increased safety and sanitation protocols - Personal Protective Equipment (PPE) (signage, sanitation supplies, new cleaning equipment, hand sanitizer / dispensers).

• Increased and transparent communication.

• The distance learning and hybrid schedule.

• Safety protocols for staff and students.

• Increased resources and support for struggling students with targeted interventions.

• Sustained tutoring and intervention for all students.

• Increased parent training and accommodations to allow parents to engage and participate in their child's education remotely.

• Focus on community building for individual grade levels.

• Social Emotional Learning support.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

When provided with the opportunity to serve students in-person, GHC has created a bell schedule accommodating distance learning, hybrid and traditional in-person instruction for the 2020-21 school year. The following are the schedules for the GHC TK-8 program as well as the 9-12 program.

GHC | GRANADA HILLS CHARTER

Fall 2020 Distance Learning Bell Schedule

Grades 6-7 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:20 - 9:20 Extended Homeroom	**8:20 - 8:30** Homeroom Check-In	**8:20 - 8:30** Homeroom Check-In	**8:20 - 8:30** Homeroom Check-In	**8:20 - 8:30** Homeroom Check-In
9:20 - 9:50 Period One	**8:30 - 9:50** Period One	**8:30 - 9:50** Period Two	**8:30 - 9:50** Period One	**8:30 - 9:50** Period Two
9:50 - 10:00 Break	**9:50 - 10:00** Break	**9:50 - 10:00** Break	**9:50 - 10:00** Break	**9:50 - 10:00** Break
10:00 - 10:30 Period Two	**10:00 - 11:20** Period Three	**10:00 - 11:20** Period Four	**10:00 - 11:20** Period Three	**10:00 - 11:20** Period Four
10:30 - 11:00 Period Three				
11:00 - 11:30 Period Four				
11:30 - 12:00 Lunch	**11:30 - 12:00** Lunch	**11:30 - 12:00** Lunch	**11:30 - 12:00** Lunch	**11:30 - 12:00** Lunch
12:00 - 12:30 Period Five	**12:00 - 1:20** Period Five	**12:00 - 1:20** Period Six	**12:00 - 1:20** Period Five	**12:00 - 1:20** Period Six
12:30 - 1:00 Period Six				
1:20 - 3:00 Scheduled Office Hours, Intervention, Enrichment, Clubs and Activities	**1:20 - 3:00** Scheduled Office Hours, Intervention, Enrichment, Clubs and Activities	**1:20 - 3:00** Scheduled Office Hours, Intervention, Enrichment, Clubs and Activities	**1:20 - 3:00** Scheduled Office Hours, Intervention, Enrichment, Clubs and Activities	**1:20 - 3:00** Scheduled Office Hours, Intervention, Enrichment, Clubs and Activities

Grades 1-2 Schedule

Time	Activity
9:00 - 9:20	Morning Warm Up
9:20 - 9:30	Break
9:30 - 10:45	ELA or Math Whole Group/Small Group Synchronous and Asynchronous
10:45 - 11:00	Break - Recess
11:00 - 12:20	ELA or Math Whole Group/Small Group Synchronous and Asynchronous
12:20 - 1:00	Lunch
1:00 - 2:15	Social Studies, Science, World Languages, P.E. Synchronous and Asynchronous
2:15 - 3:00	Scheduled Office Hours, Intervention, Enrichment, and Activities

Grades TK-K Schedule

Time	Activity
9:00 - 9:20	Morning Warm Up
9:20 - 9:30	Break
9:30 - 10:45	ELA or Math Whole Group/Small Group Synchronous and Asynchronous
10:45 - 11:00	Break - Recess
11:00 - 12:30	ELA or Math Whole Group/Small Group Synchronous and Asynchronous
12:30 - 1:15	Lunch
1:15 - 2:00	ELD/Enrichment/ Student Support/ Independent Work
2:15 - 3:00	Scheduled Office Hours, Intervention, Enrichment, and Activities

Grades	State Minimum for Daily Instruction
TK -K	180
1-2	230
6-7	240

GHC GRANADA HILLS CHARTER

Fall 2020 Distance Learning Bell Schedule

Grades 9-12 Rolling Schedule

Time	A (Period 1, 3, 5)	B (Period 2, 4, 6)	A (Period 1, 3, 5)	B (Period 2, 4, 6)	A (Period 1, 3, 5)
7:30 - 8:10	Period 0/7 iGranada Advisory Meets every day	Period 0/7 iGranada Advisory Meets every day	Period 0/7 iGranada Advisory Meets every day	Period 0/7 iGranada Advisory Meets every day	Period 0/7 iGranada Advisory Meets every day
8:20 - 9:40	Period One	Period Two	Period One	Period Two	Period One
9:40 - 9:55	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
9:55 - 11:15	Period Three	Period Four	Period Three	Period Four	Period Three
11:25 - 12:45	Period Five	Period Six	Period Five	Period Six	Period Five
12:45 - 1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 5:45	Scheduled Office Hours, AHA Tutoring and Enrichment, Clubs, Activities, and Intervention	Scheduled Office Hours, AHA Tutoring and Enrichment, Clubs, Activities, and Intervention	Scheduled Office Hours, AHA Tutoring and Enrichment, Clubs, Activities, and Intervention	Scheduled Office Hours, AHA Tutoring and Enrichment, Clubs, Activities, and Intervention	Scheduled Office Hours, AHA Tutoring and Enrichment, Clubs, Activities, and Intervention

These bell schedules were designed with targeted intervention and opportunities to address learning loss during distance learning, hybrid and in-person instruction. GHC will be implementing and monitoring the following data to identify learning loss:
Grade 7/Grade 9: Summer Transition Academy and summer school benchmark diagnostics created by ELA and Math departments to confirm correct placement in ELA and Math courses and to address learning loss in the for rising seventh graders; NWEA implemented in fall and spring; discipline specific common benchmarks; D/F grading tiered intervention for every marking period.

TK-8 Program will continue implementing NWEA assessments with scope and sequence site designed internal benchmarks for each grade level. Proficiency during each marking period will trigger immediate and targeted intervention which will be addressed during the instructional day and after school as well as identify course intensive study needs during winter and spring break as possibilities for students and families.

9-12 Program will continue implementing NWEA assessments, discipline specific benchmark assessments, D/F grading tiered intervention system as well as summer school grades. Course intensive opportunities for identified learning loss especially with identified struggling subgroups; ELL, socioeconomically disadvantaged, students with disabilities, hispanic and african american, will be offered. Additionally, our EL cohorted English and Math courses, with a focus on grade eleven and Algebra I and II will continue through the 2020-21 distance learning schedule, and any in-person opportunity that follows. Our Advanced English Language Development Course is offered during the instructional day for identified students during distance learning, and iny in-person opportunity that follows.

Description	Total Funds	Contributing
The Intervention schedule offered in the afternoon for both programs will provide the following: Tutoring in all disciplines, one to one office hours with teachers, support groups for social and emotional health, targeted subgroup intervention with students with disabilities, English Learners and socioeconomically disadvantaged.The afternoon schedule will also provide opportunities for the school to provide social and emotional support for staff. **Hybrid Schedule.**	$610,560	Yes

Additional course offerings in the afternoon to address learning loss for targeted populations: Faculty Built Courses (4-5 day) intensive courses led by teachers designed to address identified gaps from the NWEA and department assessments. **Faculty Built Intervention Courses**	$111,900	Yes
Additional course offerings during the winter and spring break for both programs which would be 1 to 2 weeks in length. Students would be identified for these courses using the NWEA, semester grades, and internal benchmarks within English and math. Courses would implement online and teacher designed curriculum and be led by certificated staff. **Faculty Teaching GHC Built Intervention Courses.**	$31,800	Yes
Equity Facilitator Training: Leading sessions for students grades 9-12	$15,900	Yes
Activities for students which build community and address social emotional health. Classified staff and certificated staff leading ASB/school clubs, athletics and performing arts.	$1,276,001	Yes
Faculty Professional Development: Compensate staff for up to 12 hours each of additional professional development. Faculty could	$179,560	No

submit external training courses for approval and GHC would also offer targeted synchronous training sessions		
Live GHC connections with staff for all students: Recruit faculty and staff to make live connections with students and families at least two times per month for an average of 10-15 minutes per family. Participation is voluntary, training and support would be provided, and participants would maintain a log of contacts. Each participant would have 25 families. 220 participants to meet 100% of students; if less participate will prioritize students	$1,076,259	No
Professional Development (12 hours) in preparation for the 2020-21 year which includes targeted focus on distance learning.	$179,560	No
AP and IB Cost Reduction: Given some families' economic circumstances and students' apprehension about committing to taking the AP tests given distance learning, we are anticipating a drop in the # of students who take the test.	$350,000	No
EPOCH Diversity, Equity and Inclusion training as well as the UCP Training	$92,500	No

PPE for on site accommodations for students and staff.	$82,757	No
Intervention Coordinator	$123,655	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Key elements of the GHC TK-12 program which will continue throughout the distance learning program include targeted parent workshops and trainings around student success and social/emotional support; a three tiered intervention system beginning with support for all students and moving to a Targeted tier for at-risk students and then meeting the needs of the Intensive, high risk student; Targeted EL writing and math workshops; monitoring the D/F list in a-g courses for all students in all grades; Writing and Math Centers; Academic Mentor Program (AMP) with targeted placement for the mentors in English and Algebra I classes; the implementation of a Coordination of Services Team (COST); a comprehensive After Hours Activities (AHA) program including test prep sessions and tutoring; continued subsidization of student reduced meal expenses, continued home internet access, 24/7 available online tutoring for all students, and targeted support services for our unduplicated population of English Learners, Foster Youth and low-income students;

continued implementation of Common Core State Standards and the additional support of EL students through Professional Development and ELD differentiated instruction.

Professional Development around Standards Based Grading and targeted differentiated instructional approaches began in 2017-18 and continues through 2021, along with focused professional development on adopted universal instructional strategies and how they translate to the distance learning platform as well as assessment throughout the GHC plan to monitor student growth over time as well as opportunities for professional growth for staff.

Parent Outreach and additional efforts with targeted parent workshops continue to be key focus areas to engage low income, EL, RFEP, Foster Youth and Homeless families. Student Achievement and parent outreach will continue to be supported by an EL Coordinator, EL Counselor, and AHA Coordinator, a Foster Youth Counselor and Classified Assistant, and Core English, math and science adult Instructional Aides continue to serve our unduplicated population of students.

Grade level specific parent workshops, especially in the 9-12 program are implemented in the fall to address concerns, issues and challenges which arise with the different grade levels. This feedback was provided by parents and students though the Possip Survey format as well as Google Forms. Within the distance learning format the need for consistent and transparent communication is essential. Providing differentiated workshops, specifically designed to meet the needs of individual grades, allows for opportunities to build community and relationships while ensuring concerns and issues are addressed.

Within the instructional 9-12 Program, targeted intervention focusing on students earning a D or F in one or more classes continues to trigger a tiered system of support. The intervention ensures unduplicated students needing additional academic support were identified and had an adult advocate on campus as well as English and Math instructional aides placed with teachers with a number of students needing additional support based on multiple data points. At each grading period, the Office of Instruction identifies the struggling students and focuses intervention based on need. Teachers, counselors and the intervention coordinator collaborate, and students are assigned an advocate based on need. Reducing the number of students earning a D or F in one or more courses continues to be one of the identified goals aligned with the initial implementation of standards based grading as well a deeper focus on instructional practice and differentiation. This focus on grading is resulting in clearly designed rubrics used for internal, discipline specific

benchmarks. Though end of year results in 2019-20 based on internal grading data and summer school completion, indicate that we have subgroup improvement in socioeconomically disadvantaged and English Learners, we still need to strive for consistency every semester as well as shift our structures in order to continually meet the needs of the Students with Disabilities and the socioeconomically disadvantaged.

GHC is committed to continuing our robust intervention program with the three tiered approach as the foundation and providing the targeted support for our EL and Students with Disabilities subgroups.

The implementation of our Coordination of Services Team (COST) has provided additional opportunities and a more cohesive, targeted approach to intervene for our highest at-risk students. Using the school's tiered interventions as a guide, COST improves the delivery of support services and increases collaboration among different departments. This streamlines the intervention process and enables the team to provide support services quickly (parent meeting, weekly check-in, behavior support, SST, 504/IEP referral, mental health).

Continued focus on the tiered implementation and intervention for identifying and advocating for struggling students will continue for 2020-2021 year with additional supports -

1) Link Crew which is a community based onboarding program for new students. Link Crew provides an opportunity for new students to connect with peer mentors and work with them on ways to engage in the school community while seeing continued success and support in their academic coursework.
2) The Writing Center and Math Center and the Academic Mentor Program (AMP) will continue with recruitment and training over the 2019 summer. The Writing and Mather Center will continue to target the following student populations: Socioeconomically Disadvantaged/Low Income, African American, English Learner, Students with Disabilities and Foster Youth student groups. Students who access the Math and Writing Centers will increase their proficiency in the respective disciplines. The metric for measuring will center around the percentage of students accessing the Math and Writing Centers will demonstrate growth around proficiency on the NWEA during the spring assessment and final semester grades in their current year course. Additionally, the Academic Mentor Program (AMP) also continued training with the LINK Crew during the 2020 summer for fall placement. The Academic Mentor Program (AMP) is a dual mentorship/tutoring program focused on increasing the success of

academically/socially at-risk freshmen by training upperclassmen to provide "at risk 9th" grade students with direct and immediate in-class intervention through one-to-one and small group tutoring in collaboration with the classroom teacher. This support will allow for consistency within the middle to high school transition process which is initiated through the Summer Transition Academy.

3) Instructional aides in the TK-12 program and placed in the highest need classrooms (ELA, Math).
4) Class size whole school reduction based
5) College Counselors

Even though the implementation of GHC Launch began during the spring of the initial COVID-19 pandemic, we were able to continue our double block Algebra I to complete the 2019-20 academic year which is designed for students who were identified for additional intervention who were identified through the Summer Transition Academy using a diagnostic, NWEA scores and course assessments throughout the three week session as well as having a D or F in their previous math course. Additionally, GHC is committed to increasing access to Career Technical Education pathways and courses even through distance learning. Through online tools and curriculum, CTE pathway courses will still offer students access to the skills needed for career proficiency.

GHC TK-12 program has focused on continuity of instruction and student learning by prioritizing the following:

- **A commitment to a robust and rigorous instructional program**. Standard instructional expectations across all classes and grade levels to include daily live video instruction with pre-planned lessons and support that closely resembles what students would receive in-person. Teachers have reviewed their courses scope and sequence to ensure that all lessons focus on depth and skill so that lessons are guiding students toward mastery of standards. In order to support the symmetry and cohesion of instruction across classes, GHC has adopted Google Classroom as its Learning Management System. This will help students and families adapt more easily to the transition to online learning and will also help the school as it navigates transitions to hybrid or other in-person offerings during distance learning. The schedule has also been established to create time for teacher collaboration, adapting assignments for online learning, and curriculum pacing, planning, and alignment with CA Common Core Standards.

Instructional programs that facilitate distance learning have been maintained or increased. All departments have access to online textbooks and resources. Digital resources such as IXL, Moby Max, Peardeck.

- **Identifying and addressing learning gaps.** Schedules are built to include both whole-class instruction and the ability to meet with students 1:1 or in small groups for intervention and enrichment. Each teacher has established office hours for students who require additional support. Prioritizing key content and using flexible scheduling will allow teachers to more effectively address learning gaps through individualized, in-depth instruction that focuses on foundational skills while moving forward grade-level content.
- **Supporting the social-emotional and character development of students.** Teachers create safe, trusting environments that are responsive to students' needs. Predictable and consistent routines create an environment where students feel safe to take risks and believe in their own potential for growth. Teachers conduct regular check-ins with students, listen attentively, and elicit feedback. Additionally, teachers reaffirm individual student perspectives by incorporating culturally diverse instructional practices that elevate student voices and value individual perspectives.

Description	Total Funds	Contributing
Class size reduction	$ 2,457,600	Yes
Instructional Aides	$1,161,429	Yes

Writing and Math Center	$11,306	Yes
Apps for distance learning which allows for continuity of instruction within the online platform.	$62,500	No

Granada Hills Charter - Apps for Distance Learning

App Name	Description	Link	Tutorials	Login/License	GHC Contact
Google G-Suite for Education, including: Classroom Meet Drive Docs Slides Sheets	Digital classroom; the primary tool for communicating with students managing assignments Video Conferencing	Classroom.Google.com meet.google.com Docs.google.com Drive.Google.com	How to Schedule Live Instruction Google Teach from Home Resources April 1 Live Session Recording	Use GHC Login	Multiple, see within departments
Zoom	Video Conferencing	Zoom	GHC Zoom Training Session April 1 Live Session Recording	GHC has site license - use GHC login https://ghctk12.zoom.us/	

			Click here for Backgrounds		
Screencastify	Use this app to make instructional or informational videos for students - with editing capabilities. Videos are saved in your Google Drive, making sharing to Google Classroom simple.	Screencastify Chrome extension	1: Setup 2: Recording videos 3: Editing April 2 Live Session Recording	GHC has site license - use GHC login	

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As part of the instructional program, GHC TK-12 program has assigned a Chromebook to each student. All students will have equal access to the instructional technology offered by GHC.

Students will have the ability to use the Chromebook to connect to the internet while off campus. Students without reliable internet access off campus may check out internet Hotspots from the school.

Students identified with connectivity issues through school staff phone calls, surveys and emails, will be contacted and families will be notified and provided times for a contactless pick up of a hot spot from the school site.

Additionally, staff identified with connectivity issues through Google Form surveys, email and phone, will be provided with access and contacted with provided times for a contactless pick up of a hot spot from the school site.

Dedicated support is provided for equitable access to Technology, computers, training and upgrades including home internet access for all students.

Description	Total Funds	Contributing
Equitable access to technology	$88,025	No

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

To ensure continuous and cohesive access to the curriculum, GHC TK-12 program has implemented Google Classroom and G-Suite as the learning management system. Students must log in to the live lesson at the start of every period and remain online during the live session. The Zoom or Google Meet address is available in Google Classroom. Attendance is defined as logging in at the start of class and remaining online for the duration of the live session.

Students will meet daily with teachers to participate in synchronous whole-group or small-group instruction. Students and parents will also be provided a Daily Agenda of Learning Activities. Teachers will allow for flexible accountability through performance-based assessments, flexible date ranges to show mastery of standards and ongoing formative assessments.

Opportunities to assess student learning are also embedded in lessons so that teachers could collect real time data and identify students for re-teaching or differentiation.

GHC has implemented a targeted **pupil participation and progress monitoring system** which begins with meeting the requirements outlined in SB 98.

2020 -21 Attendance Policy
Distance Learning

GHC's data from Spring 2020 shows that there is a need for additional support staff to keep up with the new attendance requirements set for by SB 98. There was an average of 160 students with 3 or more absences per week, prior to transitioning to distance learning due to th Covid19 - 'Safer At Home' order from the state. The average absence (3 or more) during Distance Learning (week 10 - 20) was 136 students per week. Per GHC's updated attendance policy for the school 2020-21, Attendance Deans will need to call a conservatively estimated 130 families per week to keep track of and satisfy the new requirement.

The Attendance Dean will work with additional support staff to make phone calls to speak in-person with family members. The outlined plan is presented in this report. The "Attendance/Deans' Office" will act as the hub of identifying, referring, and following up with students/families to ensure appropriate intervention per SB98 guidelines. GHC's Attendance Policy will exceed the requirements of SB98.

```
┌─────────────────┐                              ┌─────────────────┐
│  Cognos Report  │─────┐                   ┌───▶│  Tech Support   │──┐
└─────────────────┘     │                   │    └─────────────────┘  │
┌─────────────────┐     │  ┌──────────────┐ │    ┌─────────────────┐  │  ┌───────────────┐
│    Teachers     │────▶│  │ Atten Deans &│─┼───▶│  Health Office  │  │  │  Atten Deans  │
└─────────────────┘     │  │ Support Staff│─┼───▶│   Atten Dean    │──┼─▶│  Tier 2 & 3   │
┌─────────────────┐     │  └──────────────┘ │    └─────────────────┘  │  └───────────────┘
│     Parents     │────▶│                   │    ┌─────────────────┐  │
└─────────────────┘     │                   └───▶│    Counselor    │──┘
┌─────────────────┐     │                        └─────────────────┘
│    Students     │─────┘                        ┌─────────────────┐
└─────────────────┘                              │      Sp Ed      │
                                                 └─────────────────┘
```
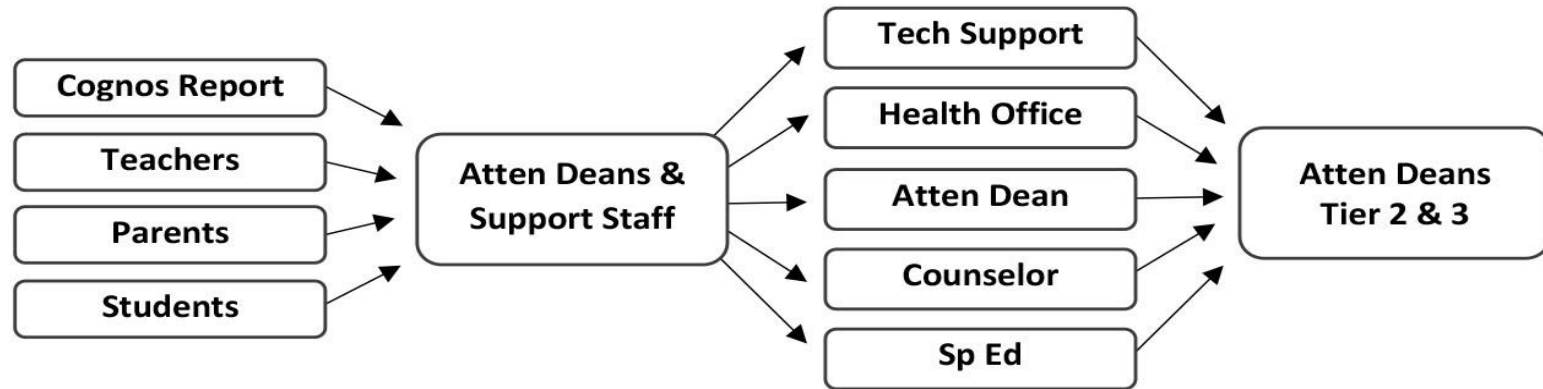
Attendance Policy

- **SB 98: SB 98 modifies the instructional minute requirements, imposing minimum instructional minutes by grade level ranging from 180 minutes for kindergarten, 230 minutes for grades one through three, and <u>240 minutes for grades four through twelve</u>, with variances specified under SB 98.**
    - *(2) Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for <u>more than three school days</u> or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.*

- **Modified Attendance/Tardy Policy to take a supportive / intervention approach per SB98: Attendance Policy:**
    - A modified Attendance Policy is in effect during Distance Learning
        - Letter and intervention at the 7 - 11 - 15 absence
        - 15 Absence will result in a drop/fail for all students
        - A5 Elective courses available for students who drop/fail
        - Appeals are available for extenuating circumstances
        - No Prorated Drop/Fail Limits *(15 absences regardless of enrollment date)*
        - Tardy marks will not count as an absence during Distance Learning
    - Attendance is defined as logging in at the start of the class and remaining online and active for the duration of the live session.
    - Students who leave early or cannot be accounted for during the live lesson, may be marked absent/truant.
        - Absent - Use of avatars instead of live video feed of students *Remind students to be on camera or they will be marked absent*
        - Absent from the screen / Away from Computer (turn off video, pointed to the wall or ceiling, only background used) *Remind students to be on camera or they will be marked absent*
    - Students who miss 30 minutes or more class time should be marked absent, but allowed to remain in class
    - Teachers can request correction by emailing the attendance office
    - Online Parent Excuse Google Form on GHC website
    - Appeal Process:
        - Leniency for Health & Personal issues during Distance Learning
        - Internet Connection Issue - 5 issues with Z code - granted appeal with verification from technology team. Dean will call home for anything beyond 3 technical issues.
    - Attendance Interventions (see tiered intervention plan sections

Tardy Policy:

- Modified Tardy Policy
  - 5 minutes grace period at the start of each class
  - Tardy marks will not count as an absence
  - Late students remain in class
- Tardy Intervention - *Student needs will be assessed during the call and routed to the appropriate office*
  - 3 tardy - Call home
  - 5 tardy - call home + detention
  - 6 tardy - Google Meet Parent/Student Conference
  - 7 tardy - warning/contact parent
  - 8 tardy - call home + detention
  - 9 tardy - Google Meet Parent/Student Conference
  - Intervention listed for 7-9 tardy will repeat for every 3 tardy mark
- Tardy is defined as logging in five (5) minutes after start of the scheduled Live Session
- Students are permitted four (4) tardy marks per semester without penalty
- Tardy students should be allowed to remain in class
- Teacher will have access to mark students tardy
- Tardy Interventions (see tiered intervention plan sections)

Comparison of SB 98 and GHC Policy for DL 2020-2021

GHC's administrative team requested that the attendance policy for the upcoming 2020-21 school year meet and exceed the SB98 requirements. The comparative chart below will show that the policy meets all of the requirements and goes beyond the requirements by calling students who are absent for any 3 periods per week.

SB 98 Requirement:	GHC Policy:	Comment
• Contact and engagement strategy for students who miss more than 3 school days or missing 60% of the instructional days in a week	• Contact parent when student misses any 3 classes in one week -and- 7 total absences notification	• GHC's policy goes beyond the SB98 requirements. We will call home when students miss any 3 classes in a week
• Updated Parent Contact Information	• Our Attendance Support Staff, Counselors, Deans will collect updated information as they call • Request updated information from Health Office Emergency Cards	• The GHC staff members always update contact information as new information is provided. We will continue this practice.
• Daily notification of absences	• Blackboard calls & emails for parents who opted-in during registration	• GHC will continue to send notifications for daily absences and tardiness. The attendance support staff will reply to emails and record absence reasons in eSchool.
• A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary	• Attendance Support Staff / Atten Deans will call when a student misses 3 class periods in a week or 7 absences total • Student/Parent will be referred to the appropriate department for follow up	• GHC will have a 3 tiered response to identify and determine student needs. • The attendance support staff along with Atten Deans will direct students/parents to the appropriate departments and provide support
	• Benchmarks for absence intervention: 3 class absences weekly, 7 absence, 11 a absence, 15 absence	• GHC's attendance policy will be in effect.
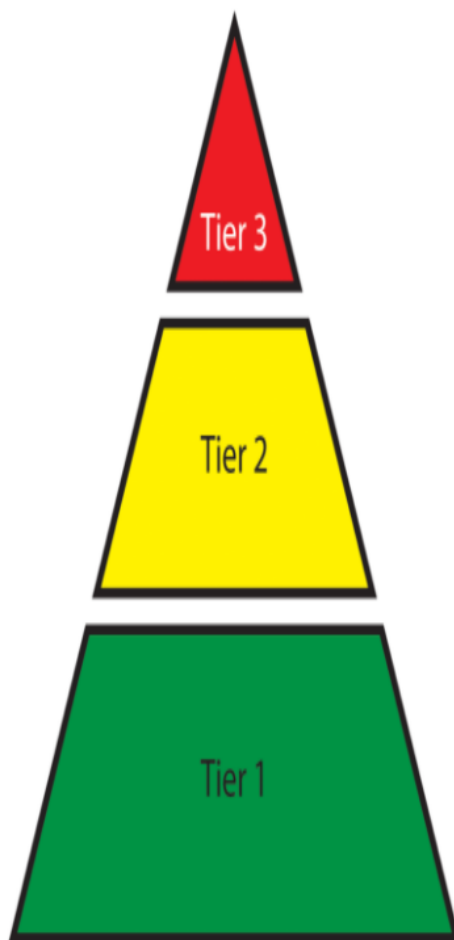
Distance Learning Tiered Intervention

	Attendance Intervention	Tardy Intervention
Tier 3	• 15 Absence Notification (Appeal & Elective) • Continued after initial 3 consecutive days of absence Intervention • Involvement from: Attendance Dean, Counselor, Social Worker, Teachers, Parent, Student, and COST	• 9 + Tardy • Parent/Student Google Meet Conference to establish cause and install corrective measures/supports
Tier 2	**Best efforts will be made to resolve all issues at Tier 2**	
	• 11 Absence Notification • 3 consecutive days of absence from all classes (per SB98) • Involvement from: Attendance Dean, Counselor, Social Worker, Teachers, Parent, Student, and COST	• 6 Tardy • Parent/Student Google Meet Conference to establish cause and install corrective measures and supports
Tier 1	• 7 Absence Notification • 3 Absences Total - call and check • 3 period absence in a week • 3 Tardy *Create Attendance Support Staff "Call Center"	• 3-5 Tardy • Call home and detention

Attendance Tier 1 Intervention:

The Attendance Support Staff + Atten Deans will call the parent:

- **3** missed class sessions in a week - Support Staff
- **3** tardy marks - Support Staff
- **3** total Absences - Support Staff
- **7th (total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
  - Flyer for general supports and tutoring and academic support services will be included

Intervention Procedure:
- GHC staff must reach a live person over the phone - Emergency Contacts will be called if parents do not pick up the phone
- Also email - (Template)
- Identify the reason and referral to the appropriate department
- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

Absence Reason	Atten Support	Dept. Referral	Possible Solutions	Referral to Dean
1) Technical Issues	Call family and speak to a live person once the student misses any 3 class periods/week.	Tech Team, cc: Dean		Deans will call family if a student exceeds 5 Tech related issue.The first 5 will be "erased" by an attendance dean with an appeals code: z

● No Internet	Dean will record attendance after Tech Support Verification	Tech Team, cc: Dean	School Provided Internet	Dean may excuse up to 5 Technical Issues - Z code
● Slow Internet	Dean will record attendance after Tech Support Verification	Tech Team, cc: Dean	School Provided Internet (when needed)	Dean may excuse up to 5 Technical Issues - Z code
● Google Classroom	Dean will record attendance after Tech Support Verification	Tech Team, cc: Dean	Check Log-In data	Dean may excuse up to 5 Technical Issues - Z code
● Chromebook	Dean will record attendance after Tech Support Verification	Tech Team, cc: Dean	Replace or Fix Issues	Dean may excuse up to 5 Technical Issues - Z code
2) Health	Record attendance (I)	Nurses, Counselor, cc: Dean	Dr. Note for appeal (leniency for no notes) Julia thinks notes will be hard to get	15th Abs - Appeals Committee
3) Mental Health	Record attendance (P, I)	H.O., Social Worker, cc:Counselor, Dean	Referral, Google Meet counseling, etc... Dr. Note for appeal (leniency for no notes)	15th Abs - Appeals Committee
4) Personal / Religious /Unverified	Record attendance (P, R, A)			15th Abs - Appeals Committee
5) IEP Related Support	Record attendance (P)	Case Carrier & SpEd		

Attendance Tier 2 Intervention:

We will catch all student needs at this level so that we can prevent Tier 3.
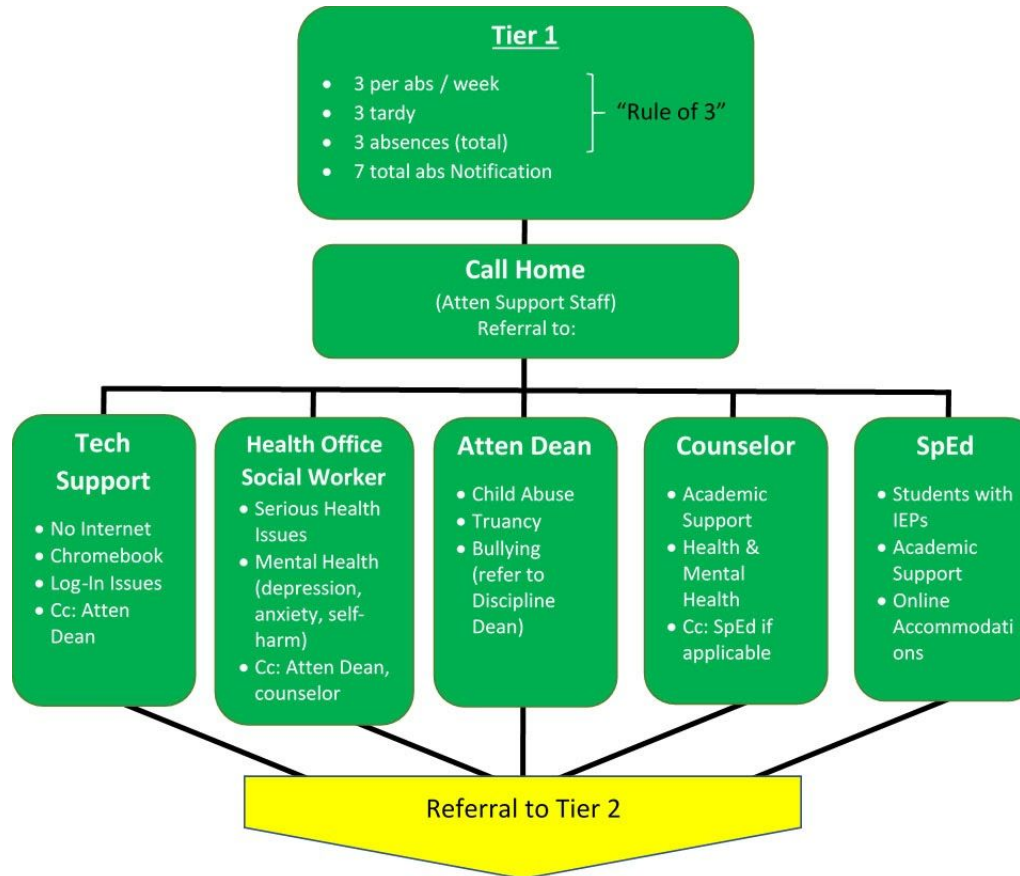
Students will be elevated to Tier 2 Intervention when:

- Student reaches 11th Absence Notification
- 6th Tardy
- Truant
- Referral by Attendance Support Staff, Teacher, Counselor, Parent
- **11th(total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
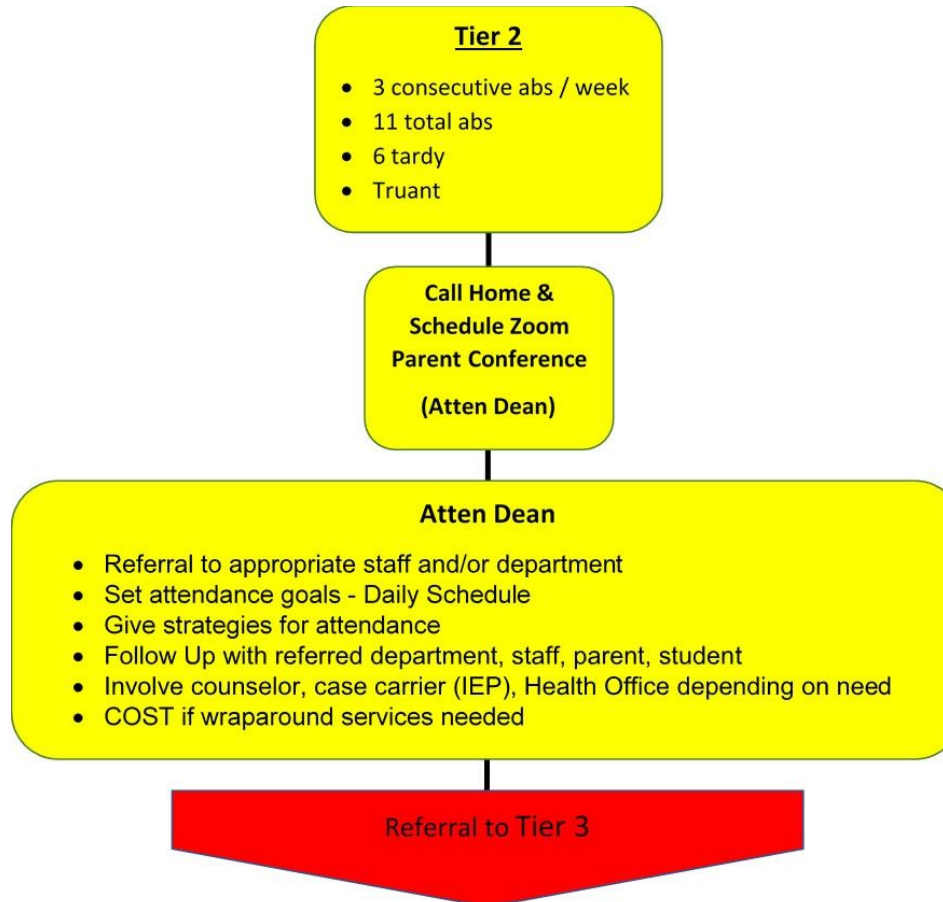 - Flyer for general supports and tutoring and academic support services will be included

Intervention:

- Attendance Dean must reach a live person over the phone and schedule a 'Google Meet' intervention meeting
  - Discover absences reasons
  - Referral to appropriate departments
  - Create a plan / offer strategies
  - Add to "Watch List" (shared google sheet) & Follow up (must)
  - COST

- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

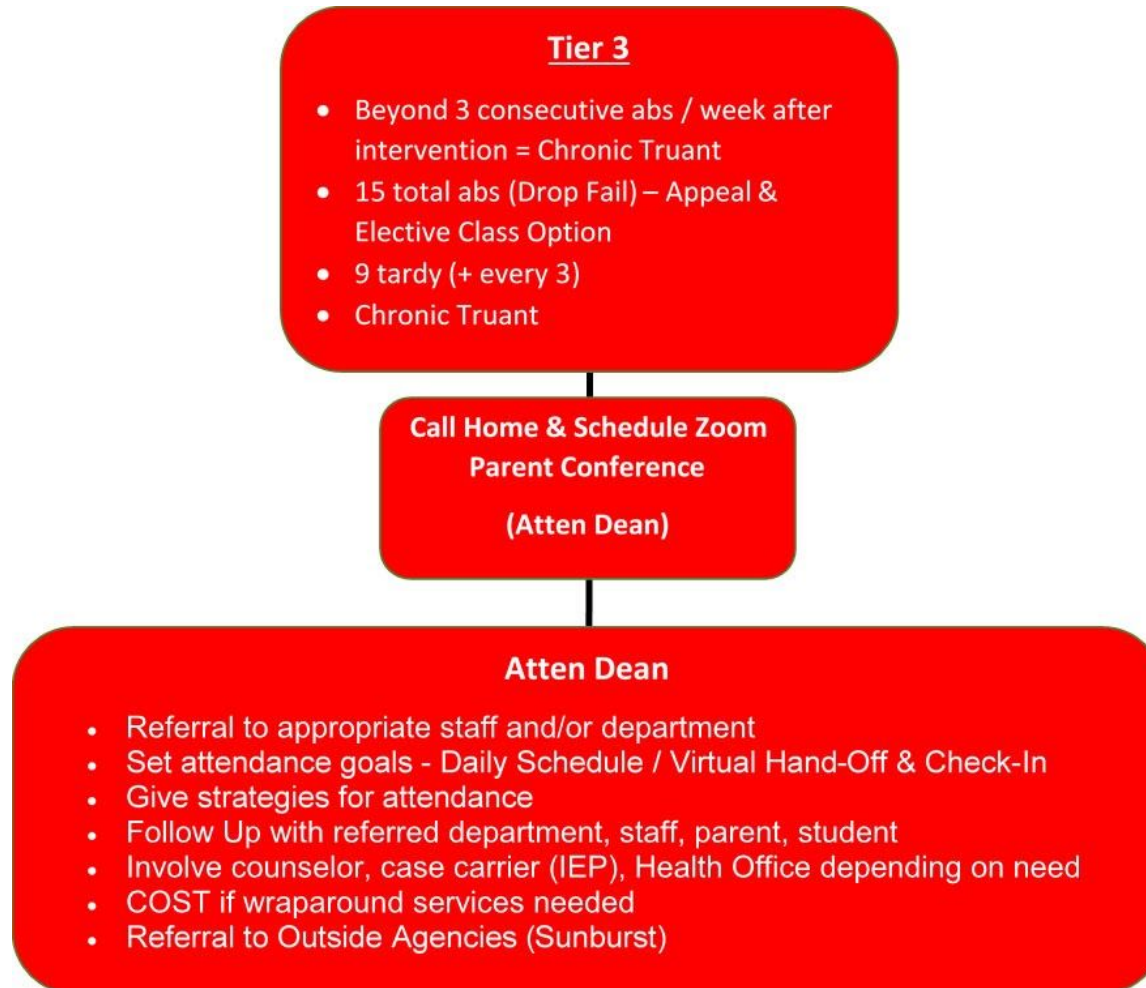| Absence Reason	Staff	Intervention	Possible Solutions
1) 3 Consecutive days of Absence (all classes)	Attendance Dean	Google Meet Conference to identify issue and to offer support	● Referral to appropriate staff and/or department ● Set attendance goals - Daily Schedule ● Give strategies for attendance ● Follow Up with referred department, staff, parent, student ● Involve counselor, case carrier (IEP), Health Office depending on need ● COST if wraparound services needed ● Virtual Hand-Off: Dean will be invited to class and quick-greet parent on student's zoom.
2) 11th Total Period Absence	Attendance Dean	Google Meet Conference	
3) 6th Tardy	Attendance Dean	Google Meet Conference	
4) "Truant" ● Parent will not excuse student absent (up to 2 days)	Attendance Dean	Google Meet Conference	

Tier 3 Intervention:

Students will be elevated to Tier 3 Intervention when:
- Student reaches 15th Absence
- 9th & (+3) Tardy
- Chronic Truant
- Referral by Attendance Support Staff, Teacher, Counselor, Parent
- **15th (total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
  - Flyer for general supports and tutoring and academic support services will be included

Intervention:
- Attendance Dean must reach a live person over the phone and schedule a Google Meet/Google Meets intervention meeting
  - Discover absences reasons
  - Referral to appropriate departments
  - Create a plan / offer strategies
  - Add to "Watch List" (shared google sheet) & Follow up (must)

- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

Absence Reason	Atten Support	Dept. Referral	Possible Solutions
1) Continued Absence after intervention for 3 consecutive days of absence = chronic truant	Attendance Dean	Google Meet Conference to identify issue and to offer support	● Referral to appropriate staff and/or department ● Set attendance goals - Daily Schedule ● Give strategies for attendance ● Follow Up with referred department, staff, parent, student ● Involve counselor, case carrier (IEP), Health Office depending on need ● COST if wraparound services needed ● Referral to Outside Agencies(Sunburst)
2) 15th Total Period Absence	Attendance Dean & contact Counselor	Google Meet Conference & Option for Attendance Appeal	
3) 9th + every 3 Tardy	Attendance Dean	Google Meet Conference	
4) "Chronic Truant" ● Parent will not excuse student absent (3+ days)	Attendance Dean	Google Meet Conference	

TIER 1 FLOW CHART

Tier 1

- 3 per abs / week
- 3 tardy   ⎤ "Rule of 3"
- 3 absences (total)
- 7 total abs Notification

Call Home
(Atten Support Staff)
Referral to:

Tech Support
- No Internet
- Chromebook
- Log-In Issues
- Cc: Atten Dean

Health Office Social Worker
- Serious Health Issues
- Mental Health (depression, anxiety, self-harm)
- Cc: Atten Dean, counselor

Atten Dean
- Child Abuse
- Truancy
- Bullying (refer to Discipline Dean)

Counselor
- Academic Support
- Health & Mental Health
- Cc: SpEd if applicable

SpEd
- Students with IEPs
- Academic Support
- Online Accommodations

Referral to Tier 2

TIER 2 FLOW CHART

Tier 2

- 3 consecutive abs / week
- 11 total abs
- 6 tardy
- Truant

Call Home & Schedule Zoom Parent Conference

(Atten Dean)

Atten Dean

- Referral to appropriate staff and/or department
- Set attendance goals - Daily Schedule
- Give strategies for attendance
- Follow Up with referred department, staff, parent, student
- Involve counselor, case carrier (IEP), Health Office depending on need
- COST if wraparound services needed

Referral to Tier 3

Tier 3 Flow Chart

Tier 3

- Beyond 3 consecutive abs / week after intervention = Chronic Truant
- 15 total abs (Drop Fail) – Appeal & Elective Class Option
- 9 tardy (+ every 3)
- Chronic Truant

Call Home & Schedule Zoom Parent Conference

(Atten Dean)

Atten Dean

- Referral to appropriate staff and/or department
- Set attendance goals - Daily Schedule / Virtual Hand-Off & Check-In
- Give strategies for attendance
- Follow Up with referred department, staff, parent, student
- Involve counselor, case carrier (IEP), Health Office depending on need
- COST if wraparound services needed
- Referral to Outside Agencies (Sunburst)

GHC will assess pupil progress through live contacts and synchronous instructional minutes as well as provide documentation around the time value of student work. This will be monitored through attendance during the live sessions, the assignments in each course, the submission of student work.

Combined Daily Participation and Weekly Engagement Template
Education Code (EC) Section 43504

Sep 8, 2020
California Department of Education

Section A - Local Education Agency (LEA) and Class Information

LEA:	Granada Hills Charter	Month of:	August-September	Certificated Employee:	▮▮▮▮▮
School Site:	Granada Hills Charter 9-12	Week of:	Aug 24, 2020 to Sep 4, 2020	Period / Class Title:	1 / CP English 10 A, H English 10 A,

Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method	Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method
Monday 08/24/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day	**Monday** 08/31/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day
Tuesday 08/25/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day	**Tuesday** 09/01/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day
Wednesday 08/26/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day	**Wednesday** 09/02/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day
Thursday 08/27/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day	**Thursday** 09/03/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day
Friday 08/28/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day	**Friday** 09/04/2020 Non-Instructional Day: ☐	☑ See Google Classroom Agenda	**In-person Instruction** ☐ Full Day ☐ Partial Day **Video or Online Synchronous Instruction/Assignment** ☐ Full Day ☐ Partial Day **Asynchronous Instruction** ☐ Full Day ☐ Partial Day

Section C - Daily Participation

LEA:	Granada Hills Charter	Month of:	August-September	Certificated Employee:	▓▓▓▓▓
School Site:	Granada Hills Charter 9-12	Week of:	Aug 24, 2020 to Sep 4, 2020	Period / Class Title:	1 / CP English 10 A, H English 10 A,

Legend: 100 - Absent; 200 - DL Synchronous/Asynchronous; 300 - In-Person Instruction; 400 - Other

Student Name	ID	Grade	Gender	Monday		Tuesday		Wednesday		Thursday		Friday	
				Week 1	Week 2	Week 1	Week 2	Week 1	Week 2	Week 1	Week 2	Week 1	Week 2
▓▓▓▓	37213	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37596	10	F	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	☑100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400
▓▓▓▓	37263	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37124	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	38102	10	M	100 200☑ / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400
▓▓▓▓	36550	11	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37161	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	38218	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37174	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	38409	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37916	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37036	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	36932	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37204	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	36694	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37298	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	38283	10	F	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400
▓▓▓▓	37755	10	M	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	☑100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	☑100 200 / 300 400
▓▓▓▓	38213	10	M	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	100 200 / 300 400	☑100 200 / 300 400
▓▓▓▓	37996	10	M	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400	100☑ 200 / 300 400

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Feedback from the GHC Launch in spring allowed GHC to refine the curricular and instructional approach for fall. All teachers were required to complete eight hours of targeted professional development addressing distance learning needs and tools, designing the instructional platform (Google Classroom) for consistency, and engaging in equity training which will continue for the next three years and include student and parent modules.

School will fully implement all state-adopted content and standards for all student subgroups. GHC will seek to implement academic content and standards for all core subjects as they are adopted by the state.Teachers will participate in annual professional development on the implementation of the Common Core State Standards with a focus on Standards-Based Grading, differentiation, equity training and online instructional tools to specifically meet the needs of distance learning.

All students will gain academic content knowledge through the implementation of state-adopted academic content and

standards. Universal instructional strategies will be adjusted for the online platform so skills can be addressed and monitored. With continued focus on community, all staff will participate in a "Equity Learning Series" professional development which focuses on race and implicit bias. GHC will engage in an equity audit which will reflect on current systems in place and how they are designed or need to be refined to ensure all students have equitable access to learning and opportunities. Additionally, all EL students will gain academic content knowledge through the state-adopted academic content and standards. All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional

experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies. All teachers of English Learners, EL and RFEP will participate in Professional Development provided by

professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies

2020 - 2021 GHC Resources for Classrooms

Class code da7nhxr

Meet link https://meet.google.com/lookup/d2gefcx5p3

Select theme
Upload photo

Upcoming

Due tomorrow
11:59 PM – Safe Schools ...

View all

Share something with your class...

David Bensinger
Sep 16

Welcome back! We'll use this Google Classroom as a place to store links, forms, and other important resources and materials that we learn about and share throughout the year. Please continue to read your email on a regular basis, but hopefully this will help you find those important links and resources.

Add class comment...

David Bensinger
Aug 5 (Edited Aug 5)

Welcome to the 2020 Asynchronous Professional Development.

Check the Classwork page for the different training modules. Please complete the Kami training module first, as you will need to use Kami to certify that you have complete each module. After Kami, complete the modules in any order - note the due dates.

You will need to complete ten total hours of the training modules. Eight of these hours are accounted for in the required modules; you may choose modules for the remaining two hours. We have purchased site licenses for all of the optional modules - please email us if you have any questions about accessing your license.

If you have any questions about any of the modules or the training, please email David, Jenny, Julia, or Nick - we are all happy to help.

Tech Training and Tutorials

	Edited
Apps - Tutorials and Guides - Including GH...	Edited Sep 16
Hapara - Workspaces (30 minutes)	Edited Sep 16
Flipgrid (15 minutes)	Edited Sep 16
Peergrade (30 minutes)	Edited Sep 16
Nearpod (30 minutes)	Edited Sep 16
Parlay (1 Hour)	Edited Sep 16
Socrative (45 minutes)	Edited Sep 16
Pear Deck (45 minutes)	Edited Sep 16
Albert.io (1 hr)	Edited Sep 16
GoGuardian (80 Minutes)	Edited Sep 16

2020-21 Beginning of Year Professional Develo...

	Due
Safe Schools Online Training (2 hours)	Due Tomorrow, 11:59 PM
Bullying and Uniform Complaint Procedure (...	Due Sep 30, 12:00 AM
How to Talk About Race (3 Hours)	Due Aug 13, 11:59 PM
Planning and Creating Google Classroom (2 ...	Due Aug 14, 12:00 AM

In order to support Distance Learning, GHC TK-12 Programs provided ongoing professional development and instructional resources to include:

- New Teacher on-boarding

- Google Suite training and preparing Google Classrooms

- Curricular planning, pacing, and material selection

- Apps/Programs training- peardeck, GoGuardian

- Racial Equity and Bias training

Additionally, staff participate in weekly grade level and departmental meetings to discuss student engagement, best practices, and curricular alignment and planning.

Staff who wish to engage in targeted professional development for distance learning, curriculum and instruction which include technology tools, will have up to an additional 12 hours.

Additionally, GHC will partner with Digital Promise in designing, developing, facilitating, and evaluating a two phase professional learning and design experience. The goal will be to create equitable competency-based assessments for all disciplines which are designed for distance and in-person learning as well as implement culturally responsive pedagogy using UDL, digital learning and the powerful use of technology.

Description	Total Funds	Contributing
Digital Promise: Professional Development Learning Service and the training of 7 GHC staff to create the assessment team. Year 1 = 41,418 +.....	$ 41,418	No

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As GHC adapts to distance learning, some roles and responsibilities have been modified to ensure that we maintain a comprehensive program while continuing to deliver robust instruction. Certificated teaching staff has transitioned all lessons to an online format. In addition to delivering rigorous instruction, teachers are also tasked with promoting social and emotional growth by consciously creating opportunities for students to collaborate, apply real-world scenarios, and learn in an inclusive and supportive online environment. Instructional/ bilingual aides will be used to support instruction and help monitor the online environment.

Classified staff, including office staff and instructional aides, will be more involved in tracking attendance, contacting students and families, especially of those not engaged in the distance learning program. They will be tasked with determining the cause for absences, and will pair that with school supports such as tech support, counseling, or academic supports. Other classified staff will also participate in distribution of meals, textbooks/instructional materials, and Chromebooks and hotspots.

The addition of a school psychologist and equity and compliance coordinator will be added in order to meet the needs of SEL based on feedback and data and the equity lens needed to examine biases within curriculum and instruction as well as addressing additional learning loss.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GHC has made the needs of its most vulnerable students a priority during this pandemic. To enable access to technology, including hotspots, food/clothing, and counseling, site administrators and staff conducted wellness checks via telephone or video conference to maintain contact and support where needed. Administration reminds staff regularly about the increased need to identify potential cases of homelessness or challenges that may affect foster youth, English Learners, and students with special needs.

Many of the IEP and EL supports traditionally provided to students on campus have successfully transitioned online. Virtual IEP's, resource specialist assistance, and support services have been held over Google Meets. Our English Learners have a dedicated ELD course with targeted intervention time throughout the afternoon to complement the ESL courses during the morning. The instructional day has been designed to ensure equitable access and structured opportunities in the day, for students to receive targeted support and intervention. Teachers were provided professional development in software applications and online curriculum focused on differentiation and supporting the needs of all learners.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional ELD Class, Sheltered English 11, Sheltered US History = 3 auxiliaries	$ 29,654	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The GHC TK-8 program partnered with Teach for America to utilize its Springboard Learning Accelerator program over the summer of 2020. This 4-week program paired our Kindergarteners and 1st graders with tutors to improve reading fluency and vocabulary. Workshops were also designed to include families and guide them in facilitating distance learning at home.

Additionally, students in Grade 6 had the opportunity to participate in a summer program for math and/or language arts, designed to review skills and content related to the CA Common Core State Standards through additional academic instruction.

At the start of the 2020-2021 school year, all students will participate in NWEA MAP diagnostic assessments to establish a current baseline in English Language Arts and mathematics. This data will inform student groupings and support the differentiation of instruction. Our daily bell schedule has built in blocks of time for teachers to provide 1:1 or small group support for students.

GHC 9-12 program examined data from Summer School, Summer Transition Academy, NWEA and R6 grades in order to identify gaps and trends.

The Granada Hills Charter High School summer school program offers students the opportunity to repeat a course they have previously failed, meet Visual and Performing Arts elective requirements, and/or complete an accelerated math class. Summer school is open to any student who will be enrolling at GHCHS in the following fall semester.

All courses offered during summer school 2020 were conducted online. All credit recovery courses used curriculum developed by Accelerate Education, the same developer used for iGranada. Teachers developed and curriculum for the enrichment courses. The flexibility afforded by offering courses online enabled the school to offer more students the opportunity to recover credits one semester at a time – this increased the size and scope of the credit recovery program in 2020.

Many students enrolled in summer school complete more than one course. Students completing a full year course and earning ten credits attend summer school for six weeks for 120 instructional hours. Students completing a semester class

earn five credits in 60 instructional hours. Over twenty different classes are offered online or in-seat (traditional); enrichment classes are only available in-seat.

Students with Individualized Education Plans have the opportunity to complete classes online with a special education teacher through the Extended School Year (ESY) program.

The following data tables show the grade distribution for the classes offered in summer school. These tables do not include students enrolled in ESY or students who were scheduled to graduate the semester before summer school (Senior Boot Camp).

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Students in grades K-2 and 6-7, will be identified to participate in weekly small group targeted instruction as part of a Multi-Tiered System of Supports, Tier II instruction in the area of English Language Arts and mathematics. Students will be selected for participation in the group based on English Language Arts (ELA) universal screening assessment data including beginning of the year/baseline Measure of Academic Progress (MAP) data, summative and formative assessment data and qualitative teacher feedback, and English Learner status.

Students in K-2 will receive 30 minutes of targeted small group (4-7 students) instruction twice weekly using Reach Into Phonics Foundations and supplemental math programs such as Moby max. This curriculum is supplemental to the core curriculum and is considered a Tier II support which provides explicit, sequential and systematic instruction focused on foundational skills for students that need support in closing achievement gaps.

Meeting the needs of English Learners, Low-income pupils, Foster youth, pupils with exceptional needs and those experiencing homeless is heightened and extremely targeted during distance learning. Our attendance plan is designed to immediately intervene and identify the areas of need for each individual student who is struggling to log in, stay present or has communicated that attending school is increasingly becoming difficult. Our intervention include targeted parent workshops and trainings around student success and social/emotional support; a three tiered intervention system beginning with support for all students and moving to a Targeted tier for at-risk students and then meeting the needs of the Intensive, high risk student; Targeted EL writing and math workshops; monitoring the D/F list in a-g courses for all students in all grades; pairing struggling students with an adult who will check in, monitor and recommend services; Writing and Math Centers; Academic Mentor Program (AMP) with targeted placement for the mentors in English and Algebra I classes; the implementation of a Coordination of Services Team (COST); a comprehensive After Hours Activities (AHA) program including test prep sessions and tutoring; continued subsidization of student reduced meal expenses, continued home internet access, 24/7 available online tutoring for all students, and targeted support services for our unduplicated population of English Learners, Foster Youth and low-income students; continued implementation of Common Core State Standards and the additional support of EL students through Professional Development and ELD differentiated instruction.

Students will be offered intervention courses designed to address the identified academic gap during Saturday School, Winter Break, Spring Break and during the summer of 2021. These courses will be designed by GHC staff and implemented by GHC staff in order for students to improve their grade.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Student progress in the area of reading is measured using Reading Progress assessments at the end of each 4-week unit in addition to diagnostic, formative and curriculum-based measures. This data is used to monitor progress in the targeted area, evaluate effectiveness of the supports in place as well as provide intervention exit points for students once the gap has been closed.

GHC will continue to use its NWEA MAP testing data cycle in the fall and the spring to assess student progress and to assign interventions.

The PSAT, when online is available, will be implemented to students which will offer data to monitor progress.

Common benchmarks within each discipline will be used to identify areas of need. A focus will be placed on math and English within the 9th and 10th grades and data, including D/F data from course grades, will be used to identify need for the winter break, spring break, Saturday school and intercession.

GHC teachers will develop 4-5 day intensive courses targeted at providing intervention for identified learning gaps in ELA, Math, Social Studies, Science and World Languages. These courses will be offered to students during winter, spring and summer break for the 2020-21 year in order to mitigate learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In order to support the social and emotional wellbeing of our students, families and staff, the GHC TK-8 program will:

· include information and links on the school website to increase access to mental health and wellness resources which include resources for the basic needs of our school community.

· provide routine communication to staff members in order to encourage self-care.

· promote safety and consistency in the classroom (both virtual and physical) by utilizing daily routines, using UDL strategies, and consistently surveying students in regard to their wellness.

· encourage students to utilize counseling/psychological services as needed.

 Additionally, staff will continue to connect with students and families via active attendance monitoring, routine check-ins with teachers and administrators, and the school psychologist as needed.

Students in grades 6 and 7 will have a homeroom period daily. Here, teachers will work with students on how to develop and maintain friendships, how to behave in groups, and how to interact and form relationships. Students will be able to access support systems needed to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, and make responsible decisions.

GHC 9-12 Program
Mental Health

- For our students, we are providing a monthly, mental health survey where they are able to express their thoughts, feelings, and needs about the impacts of distance learning because of COVID-19. The information will help guide a mental health/health, academic, attendance, technological, and/or special education team to collaborate with the student and/or parents on how to best assist the student's difficulties. Psychoeducational workshops will also be held to address communication, even through COVID-19 and trauma.
- For our staff, we have and will provide a workshop about mental health signs and symptoms in students and how to seek appropriate assistance regarding those concerns. We have and will explain how to support their personal, mental health through COVID-19 and trauma using varying professional resources (e.g. EAP, mindfulness, local directory).
- For our students' parents, we held a workshop about the impact of COVID-19 has on the student(s) and family. We provided psychoeducation about self-care and collaborating with familial and professional resources (e.g. insurance, family meetings, tutoring) to assist with negative impacts. We gave information on when and how to seek help for mental health concerns.

- GHC continues to provide support groups via google meets, however additional topics focused on SEL have been added, such as meet and greets for incoming 9th graders, mindfulness training, how to deal with zoom fatigue.
- Academic Success Class- Seniors and juniors at risk of not graduating were identified by their counselors and placed in an Academic Success Class. The class has an assigned teacher and tutor available to help students complete their homework and provide tutoring support. In addition to tutoring, the Intervention Coordinator monitors grades for students enrolled in the class. Academic checks-in will take place at the end of each grading period. Additional interventions will be provided if needed.
- Telehealth- Nurses will have telehealth hours every day in the afternoon, available for students to reach out for a google meet. Students or parents will be able to reach out with general health-related concerns (related or non-related to COVID-19) - Nurses have also been assigned students with identified health conditions for ongoing monitoring and checks-in.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

We will assess student engagement by monitoring both attendance and student grades using eSchool and Google Classroom. Students will be given a schedule similar to what they would receive in the traditional school setting. Students will be asked to check-in daily with their teacher and attend all established live lessons. Reengagement strategies, which will be communicated to parents in their native language wherever needed, will include:

- Student/parent contact via email and/or phone call

- Weekly newsletter from the Administrative Director

- Student-Teacher conferences

- Daily Homeroom check-in for Grades 6/7

- Establishing a Student Success Plan

- Weekly/Daily check-in form with incentives or reinforcements

Attendance Tier 1 Intervention:

The Attendance Support Staff + Atten Deans will call the parent:

- **3** missed class sessions in a week - Support Staff
- **3** tardy marks - Support Staff
- **3** total Absences - Support Staff
- **7th (total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
  - Flyer for general supports and tutoring and academic support services will be included

Intervention Procedure:
- GHC staff must reach a live person over the phone - Emergency Contacts will be called if parents do not pick up the phone
- Also email - (Template)
- Identify the reason and referral to the appropriate department
- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

Attendance Tier 2 Intervention:
We will catch all student needs at this level so that we can prevent Tier 3.

Students will be elevated to Tier 2 Intervention when:
- Student reaches 11th Absence Notification
- 6th Tardy
- Truant
- Referral by Attendance Support Staff, Teacher, Counselor, Parent
- **11th(total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
  - Flyer for general supports and tutoring and academic support services will be included

Intervention:
- Attendance Dean must reach a live person over the phone and schedule a 'Google Meet' intervention meeting
  - Discover absences reasons
  - Referral to appropriate departments
  - Create a plan / offer strategies
  - Add to "Watch List" (shared google sheet) & Follow up (must)
  - COST

- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

Tier 3 Intervention:
Students will be elevated to Tier 3 Intervention when:
- Student reaches 15th Absence
- 9th & (+3) Tardy

- Chronic Truant
- Referral by Attendance Support Staff, Teacher, Counselor, Parent
- **15th (total absence) Notification Mailed Home** - Attendance Dean/Support Staff Calls Home
  - Flyer for general supports and tutoring and academic support services will be included

Intervention:
- Attendance Dean must reach a live person over the phone and schedule a Google Meet/Google Meets intervention meeting
  - Discover absences reasons
  - Referral to appropriate departments
  - Create a plan / offer strategies
  - Add to "Watch List" (shared google sheet) & Follow up (must)

- Document in eSchool: for verification and SB98 Auditing purposes
  - eSchool Note Header: "DL Fall 2020-21:"
  - Family member name/relation to student
  - Date
  - Time
  - Reason for absence
  - Referral to department or office

Consistent communication with families whose students are struggling will be identified through our attendance policy which includes students who are not engaged during live sessions.

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Pupil and Family Engagement	$8,698.00	No

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

With the start of the school year on Monday, August 17, 2020, meals for GHC students and community youth (18 and under) will continue to be available for pick up at our high school campus located at 10535 Zelzah Ave, Granada Hills, CA 91344.

WEEKLY MEAL BOX: For the 2020-21 school year, GHC will provide only its students with a meal box weekly. Each meal box will include breakfast and lunch, and a supper meal for five days. Box contents may vary depending on the availability of products and are subject to change at any time.

Students confirmed by application for free or reduced-price meals will be limited to one (1) box per week at no cost. Any extra boxes will result in a charge to the student's account for five (5) breakfast and lunches. Standard meal rates will apply.

Students do not need to be present at the time of pick up, however a valid GHC student ID or meal card (TK-5) must be presented to pick up a meal box. TK-5 students will receive a meal card with the first weekly box pick-up.

DAILY MEAL: GHC students not collecting a weekly meal box and any non-GHC students or children 18 years of age or younger may pick up one daily supper meal per day at no charge. Child does not need to be present but name, age and school (if applicable) must be provided to receive the meal.

Section	Description	Total Funds	Contributing
School Nutrition	School Nutrition WEEKLY MEAL BOX: For the 2020-21 school year, GHC will provide only its students with a meal box weekly. Each meal box will include breakfast and lunch, and a supper meal for five days. Box contents may vary depending on the availability of products and are subject to change at any time.	$2,444,594	No

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Preparation for return of students to campus - facility preparations to include shade structures, HVAC project, air filters and outdoor furniture.	$850,000	No

Distance Learning Program	Update staff laptops to better serve the needs of working remotely and distance learning requirements.	$250,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
68.54%	$5,829,805.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

A wide range of school staff, including administrators, teachers, Special Education coordinator, bilingual instructional aides, case managers, and support staff will be taking a targeted approach for outreach and support of our English Language learners, students with special needs, foster/homeless youth and low-income students.

Our technology distribution plan prioritizes providing special populations with hotspots and support with connectivity. Instructional materials with adaptability features such as dictionaries, highlighters, and annotations have been chosen to support English Language learners or those who require additional scaffolding.

Each student in TK-8 was provided a backpack with all of their needed school supplies, textbooks, and instructional materials before the start of school to ensure equitable access to resources.

All stakeholders are encouraged to provide feedback. GHC distributes Possip surveys bimonthly to parents with specific questions allowing for written responses in the home language identified by the family. Survey responses are collected and prioritized for staff so parents receive a phone call or email to address concerns.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

GHC TK-12 is committed to the continuous learning of its foster youth, English learners, and low-income students by ensuring that supports and materials are provided using multi-modalities including calls, emails, telecommunications, tech support, meal distribution, and quality differentiated instruction. Designated and integrated instruction in English language development will be provided to students, as well as assessments of language proficiency and support and access to appropriate curriculum. Teachers provide targeted instruction through various methods including learning hubs, small group instruction, designated EL courses, individual tutoring, and use of EL materials.

Data to help identify areas of need for all subgroups follows:

Grade Distribution

2019 Summer School Classes

	A, B, or C	A	B	C	D	F/ATF	Total Grades
2019-2020	85%	28%	27%	30%	6%	9%	1,407
2018-2019	85%	48%	23%	14%	8%	6%	1,030
2017-2018	85%	40%	25%	20%	8%	7%	1,285
2016-2017	86%	38%	29%	20%	8%	5%	1,409
2015-2016	87%	34%	30%	25%	9%	4%	1,679
2014-2015	88%	32%	29%	28%	9%	3%	1,775

Accelerated/Enrichment Compared to Credit Recovery

Class Type	A, B, or C	A	B	C	D	F/ATF	Total Grades
Accelerated/Enrichment	94%	67%	21%	6%	2%	3%	**613**
Total Credit Recovery	83%	10%	31%	41%	8%	10%	**795**

Excludes classes in ESY, Senior Boot Camp   Source: eSchool (GHC Student Information System) Grade Reports

Enrichment Courses	
Course	**Enrollment**
PE	278
Accel. Geometry	177
Drawing	35
Filmmaking	34
Music Technology	33
Accel. Algebra	28
Painting	28

Credit Recovery Courses	
Course	**Enrollment**
Biology A	74
Biology B	66
English 9 A	60
English 9 B	59
Geometry B	52
Mod World Hist B	49
English 10 A	49
English 10 B	45
Algebra 2 B	40
Mod World Hist A	38
Geometry A	38
Algebra 2 A	37
Chemistry B	35
US History 20th Century B	31
Chemistry A	28
Algebra 1 A	26
US History 20th Century A	18
English 11 B	18
Algebra 1 B	16
English 11 A	14
English 12 B	2

Granada Hills Charter Assessment Program

In addition to the state mandated assessments in the California Assessment of Student Progress and Performance (CAASPP), Granada Hills Charter has developed an assessment program that balances externally and internally developed assessments. These assessments provide teachers and students with data and feedback that will guide instruction, enable the instructional teams to evaluate curriculum, academic resources, and the instructional program, and provide measures of accountability to the larger GHC community. Results of all assessments are emailed to students and their families and are also made available on Home Access Center.

Externally Developed Assessments – High School

Preliminary Scholastic Aptitude Test (PSAT)

GHCHS administers the PSAT to all students in grades nine through eleven. Students in grade nine complete the PSAT 8/9, a modified version of the PSAT that uses fewer questions to assess the same skills and knowledge as the full PSAT. Students in grade ten and eleven complete the full PSAT. Data from this assessment is used to modify course curriculum, classroom instruction, and helps identify students who may be ready for advanced placements courses. Students in grade eleven also participate in the National Merit Scholarship competition. The score in parentheses indicates the college readiness benchmark determined by the College Board.

Fall 2019

Student Group	Grade 9 (860)		Grade 10 (910)			Grade 11 (970)			
	# Students	Fall 2019	# Students	Fall 2019	1 Yr Growth	# Students	Fall 2019	1 Yr Growth	2 Yr Growth
All Students	1164	950	1059	963	32	1028	1032	42	99
Black or African American	55	922	53	902	31	39	947	-4	60
White	312	963	273	952	28	263	1035	37	90
Asian	218	1041	175	1083	46	183	1161	62	143
Filipino	88	953	94	977	37	103	1074	44	103
Hispanic/Latino	457	902	436	922	28	403	962	39	86
English Learners	28	714	24	758	48	20	773	16	94
Low Socioeconomic	562	907	619	927	31	624	996	40	94
Students with Disabilities	76	779	95	773	39	106	802	22	51

Analysis:

Over 92% of all students in grades 9-11 completed the PSAT or PSAT 8/9 with valid scores in October 2019 – the score for each year represents the average of all valid scores for that year. All student subgroups except English Learners (9-11), Students with Disabilities (9-11), African American (gr. 11) and Hispanic (gr. 11) exceeded the college readiness benchmark determined by the College Board. The one and two year growth scores are calculated using only students with valid scores for each testing year. A few notable increases and decreases: grade 10 English Learners demonstrated the highest level of growth in grade 10 with an increase of 48 points; Asian student had the highest growth over two years (+143 points), and African American students in grade 11 decreased slightly from grade 10 (-4 points). Students received their full score reports in December 2018. During the first day of the spring semester, students attended a special homeroom class and linked their College Board account to their Khan Academy account for access to a free customized SAT review program. Through the College and Career Office, Granada Hills Charter also offers several SAT preparation courses throughout the year.

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) – Grades Nine and Ten

Granada Hills Charter administers the NWEA MAP to all students in grade nine during Summer Transition Academy, to students in grades nine and ten in February and towards the end of April. This is a computer adaptive test that adjusts the difficulty of each question based on a student's responses. The Rasch Unit (RIT) score is a grade independent scale score that can be compared across grades, schools, etc. According to the NWEA 2015 Comparative Data Sheet, the national median RIT scores in grades nine and ten were 220 for reading and 230 for math. The test covers standards from grade six up and is aligned to the Common Core State Standards. Results from this assessment are used for placement in math classes (pursuant to the board adopted mathematics placement policy) and to guide the development of the grade nine English courses.

Granada Hill Charter uses the following scales to determine student achievement level:

Achievement Level	Mathematics	Reading
Exceeds Standard	Greater than 242	Greater than 231
Meets Standard	232 – 242	222 - 231
Approaching Standard	222 – 231	211 – 221
Does Not Meet Standard	Less than 222	Less than 211

2018 - 2019 Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) – Grades Nine and Ten[c]

Grade 9 - Mathematics		Total RIT Score			Meets or Exceeds Standard		
Student Group	# Students	Beginning of Year - Intitial Assessment	End of Year	Change in Points	Beginning of Year	End of Year	Change in Percentage
All Grade 9 Students	1157	239.6	243.9	4.3	68%	76%	8%
Hispanic-Latino	464	235.1	238.6	3.5	60%	68%	8%
Asian	289	248.0	254.1	6.1	85%	92%	7%
White	315	239.5	243.2	3.6	68%	76%	8%
Black or African American	51	231.6	235.4	3.8	54%	53%	-1%
Other	38	245.8	247.5	1.7	78%	73%	-5%
English Learners	28	222.6	226.3	3.7	27%	40%	13%
Low Socioeconomic	592	236.0	240.0	4.0	63%	70%	7%
Students with Disabilities	77	218.0	220.0	2.0	23%	29%	6%

Grade 10 - Mathematics		Total RIT Score			Meets or Exceeds Standard		
Student Group	# Students	End of Grade 9	End of Grade 10	Change in Points	End of Grade 9	End of Year	Change in Percentage
All Grade 10 Students	1098	243.8	248.8	5.0	74%	79%	5%
Hispanic-Latino	468	236.7	241.6	4.9	62%	71%	9%
Asian	319	253.3	258.8	5.5	89%	91%	2%
White	325	244.8	249.6	4.8	79%	81%	2%
Black or African American	44	240.5	247.7	7.3	66%	74%	9%
Other	49	249.4	248.9	-0.4	73%	70%	-3%
English Learners	27	212.0	216.4	4.4	17%	15%	-2%
Low Socioeconomic	596	239.8	245.3	5.5	67%	75%	8%
Students with Disabilities	95	219.3	222.3	3.0	22%	28%	6%

Grade 9 - Reading		Total RIT Score			Meets or Exceeds Standard		
Student Group	# Students	Beginning of Year - Intitial Assessment	End of Year	Change in Points	Beginning of Year - Intitial Assessment	End of Year	Change in Percentage
All Grade 9 Students	1016	228.6	230.4	1.8	74%	77%	3%
Hispanic-Latino	406	226.1	227.6	1.6	68%	71%	3%
Asian	172	234.3	236.0	1.7	89%	88%	-1%
White	271	228.6	230.7	2.1	75%	79%	4%
Black or African American	46	226.2	227.2	1.0	75%	80%	5%
Filipino	116	231.1	233.0	1.9	74%	80%	6%
English Learners	18	196.9	205.9	9.0	0%	0%	0%
Low Socioeconomic	588	225.8	227.8	2.0	68%	70%	3%
Students with Disabilities	82	211.3	214.5	3.2	26%	40%	15%

Grade 10 - Reading		Total RIT Score			Meets or Exceeds Standard		
Student Group	# Students	End of Grade 9	End of Grade 10	Change in Points	Beginning of Year - Intitial Assessment	End of Year	Change in Percentage
All Grade 10 Students	1053	231.2	232.9	1.6	81%	83%	2%
Hispanic-Latino	412	227.4	229.4	1.9	72%	77%	5%
Asian	189	235.6	237.2	1.6	89%	90%	2%
White	270	232.0	233.7	1.7	83%	84%	1%
Black or African American	39	230.8	232.5	1.7	67%	69%	3%
Filipino	115	239.7	239.4	-0.3	90%	88%	-2%
English Learners	22	199.9	203.4	3.4	0%	5%	5%
Low Socioeconomic	643	228.8	230.6	1.8	75%	79%	4%
Students with Disabilities	105	216.7	217.5	0.8	37%	43%	6%

Grade 9 compares July 2018 to April 2019
Grade 10 compares April 2018 to April 2019

Analysis:

Students in all subgroups except for English Learners and Students with Disabilities significantly outperformed the mid-year national medians scores in mathematics and reading for students in grades 9 and 10. Many student groups exhibited growth in mathematics and a slight decrease in reading scores, but this growth/decrease is usually within the RIT standard error for these assessments. The results from these assessments are used in conjunction with course grades, teacher input, and other test scores to identify students for intervention and support and for teachers to identify areas of academic strength and weaknesses.

2019-20 Math Mid Year Assessment (Fall 2019)[c]

In order to help determine the effectiveness of additional math interventions such as the Algebra I double block class (Intensive Algebra I), students in Algebra I, Algebra II, and Geometry completed the NWEA Math Growth 6+ (NWEA MAP) in November 2019 over two days.

	Total Scores		Growth Scores: 2018-19 Compared to 2019-20			
Subgroup	2019-20	# Students	2018-19 NWEA	2019-20 NWEA	Avg. Growth	# Students
Algebra 1	232.9	641	232.1	233.6	1.5	521
Algebra 1 Block	221.9	67	214.5	222.4	7.9	65
Geometry	237.2	644	238.2	238	-0.2	573
Algebra 2	248.4	806	248.6	251.4	2.8	641

Students enrolled in the Algebra I double block class demonstrated individual student growth that significantly exceeded growth norms - the 65 students with valid growth scores had nearly 8 points of growth from July 2019 to November 2019.

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) – Kindergarten Through Grade Six[c]

Granada Hills Charter TK8 administers the NWEA MAP to all students in grade six three times per year and twice per year to students in the lower elementary grades. The results of these assessments are used to measure student achievement and to provide feedback on the effectiveness of the curriculum, interventions and other student supports.

Kindergarten		Initial RIT Score	
Student Group	**# Students**	**Reading - 141.0**	**Mathematics - 140.0**
All Kindergarten Students	120	148.9	149.1
Hispanic-Latino	28	142.2	138.4
Asian	21	151.1	149.4
White	41	150.7	153.5
Black or African American	4	145.8	142.3
Filipino	26	152.0	154.7
English Learners	9	140.6	138.8
Low Socioeconomic	47	144.5	143.6
Students with Disabilities	9	145.3	144.3

Grade 1		Initial RIT Score	
Student Group	**# Students**	**Reading - 160.7**	**Mathematics - 162.4**
All Grade 1 Students	119	169.7	169.1
Hispanic-Latino	23	163.8	164.8
Asian	15	174.7	171.9
White	48	169.2	169.8
Black or African American	1	175.0	158.0
Filipino	20	176.7	172.9
English Learners	7	166.6	162.7
Low Socioeconomic	47	164.8	165.0
Students with Disabilities	5	146.8	143.8

Grade 6		Initial RIT Score	
Student Group	# Students	Reading - 211.0	Mathematics - 217.6
All Grade 6 Students	119	216.0	220.6
Hispanic-Latino	24	214.9	217.8
Asian	24	220.5	226.6
White	42	210.2	216.5
Black or African American	8	222.6	224.0
Filipino	12	219.5	222.0
English Learners	2	211.0	220.5
Low Socioeconomic	59	212.8	217.2
Students with Disabilities	10	199.0	205.4

Analysis:

All student subgroups significantly outperformed the national median RIT except English Learners (K), Hispanic students (K-Math), students with disabilities (gr. 1 and 6), and African American students (gr. 1 – math). It should be noted that many of these student subgroups consist of a small number of students.

Subgroup Performance

A-G Completion Rates[1]

Student Group	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Five Year Change
All Students	71%	77%	80%	81%	81%	+10%
Black or African American	64%	77%	70%	85%	80%	+16%
White	74%	76%	78%	78%	81%	+7%
Asian	77%	85%	87%	91%	91%	+14%
Hispanic/Latino	59%	70%	73%	75%	74%	+15%
English Learners	11%	8%	39%	42%	51%	+40%
Economically Disadvantaged	67%	72%	75%	79%	77%	+10%
Students with Disabilities	34%	40%	29%	41%	28%	-6%

Graduation Rates and A-G Completion Rates[1]

Organization	2015-16		2016-2017		2017-18		2018-2019	
	Cohort Graduation Rate	A-G Completion	Cohort Graduation Rate	A-G Completion	Cohort Graduation Rate	A-G Completion	Cohort Graduation Rate	A-G Completion
Granada Hills Charter	95.1%	76.5%	93.8%	79.6%	93.6%	80.8%	95.1%	80.9%
Birmingham Comm. CHS	93.8%	40.8%	90.6%	49.2%	89.1%	51.6%	92.5%	55.9%
Chatsworth Charter High	87.9%	45.6%	90.2%	50.7%	92.8%	53.7%	90.2%	45.2%
Cleveland HS	87.8%	56.7%	86.2%	71.7%	84.8%	65.6%	88.4%	60.4%
El Camino Real CHS	92.1%	31.3%	94.4%	42.9%	90.4%	56.7%	93.5%	54.2%
James Monroe HS	83.0%	41.9%	82.2%	51.9%	79.3%	48.5%	77.6%	53.3%
Kennedy High School	85.5%	50.0%	89.5%	51.6%	92.5%	58.0%	93.5%	60.5%
Northridge Academy HS	93.2%	51.4%	94.7%	56.3%	92.8%	61.8%	98.0%	56.7%
Palisades Charter HS	96.1%	58.3%	96.9%	59.7%	96.0%	61.4%	94.9%	39.7%
Reseda HS	81.7%	50.8%	82.0%	49.0%	89.7%	55.1%	86.2%	53.1%
Taft HS	89.7%	55.3%	89.5%	63.1%	87.7%	49.1%	92.2%	55.2%
Valley Acad. of Arts & Sciences	93.5%	65.2%	92.1%	65.4%	97.8%	69.7%	95.8%	66.9%
Los Angeles Unified	77.0%	54.9%	79.7%	64.2%	75.4%	48.7%	81.5%	63.7%
State of California	83.2%	45.4%	82.7%	49.9%	83.0%	49.9%	84.5%	50.5%

Percentage of Students Earning Grades of A, B, or C in Core Classes – Semester 1[4]

Student Group	2016	2017	2018	2019	2020
All Students	87%	89%	88%	90%	89%
Black or African American	82%	86%	79%	84%	82%
White	87%	89%	90%	90%	90%
Asian	92%	92%	94%	94%	95%
Hispanic/Latino	83%	88%	85%	85%	85%
English Learners	70%	71%	65%	63%	67%
Economically Disadvantaged	86%	89%	86%	87%	87%
Students with Disabilities	67%	72%	68%	70%	71%

All student subgroups have shown growth in the percentage of graduates who complete the University of California's A-G course requirements, and Granada Hills Charter significantly outperforms neighboring and comparable schools, LAUSD, and California.

Teachers and counselors work to identify students who are at risk of not satisfying the A-G course requirements by earning a grade of C or higher. Each reporting period, teachers receive a list of students who are earning one D or F and provide targeted, subject specific support to help students successfully complete the course.

Counselors work with students who have three or more D's or F's in a single reporting period. The Intervention Team works with students who have earned four or more D's or F's in a reporting period. Students with additional risk factors, such as attendance and behavioral incidents are referred to the Coordination of Services Team (COST) that meets every other week to develop intervention plans for specific students.

Graduation Rates compared to CA Dashboard College and Career Indicator[2]

Organization	2016-2017			2017-18			2018-2019		
	Cohort Graduation Rate	College/Career Indicator	Grad Rate vs. CCI	Cohort Graduation Rate	College/Career Indicator	Grad Rate vs. CCI	Cohort Graduation Rate	College/Career Indicator	Grad Rate vs. CCI
Granada Hills Charter	93.8%	72.8%	21.0%	93.6%	69.9%	23.7%	95.1%	71.5%	23.6%
Birmingham Comm. CHS	90.6%	53.3%	37.3%	89.1%	48.8%	40.3%	92.5%	52.1%	40.4%
Chatsworth Charter High	90.2%	52.3%	37.9%	92.8%	52.0%	40.8%	90.2%	35.1%	55.1%
Cleveland HS	86.2%	50.2%	36.0%	84.8%	45.0%	39.8%	88.4%	44.2%	44.2%
El Camino Real CHS	94.4%	46.3%	48.1%	90.4%	51.3%	39.1%	93.5%	50.2%	43.3%
James Monroe HS	82.2%	38.8%	43.4%	79.3%	30.9%	48.4%	77.6%	31.8%	45.8%
Kennedy High School	89.5%	40.2%	49.3%	92.5%	43.2%	49.3%	93.5%	46.6%	46.9%
Northridge Academy HS	94.7%	42.2%	52.5%	92.8%	46.2%	46.6%	98.0%	48.8%	49.2%
Palisades Charter HS	96.8%	61.0%	35.8%	96.0%	66.0%	30.0%	94.9%	58.5%	36.4%
Reseda HS	82.0%	39.1%	42.9%	89.7%	43.3%	46.4%	86.2%	40.7%	45.5%
Taft HS	89.5%	47.1%	42.4%	87.7%	47.5%	40.2%	92.2%	46.2%	46.0%
Valley Acad. of Arts & Sciences	92.1%	39.4%	52.7%	97.8%	48.7%	49.1%	95.8%	36.7%	59.1%
Los Angeles Unified	79.7%	38.5%	41.2%	80.1%	38.2%	41.9%	81.5%	37.7%	43.8%
State of California	84.3%	41.1%	43.2%	83.2%	42.3%	40.9%	85.9%	44.1%	41.8%

The College and Career Indicator is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. The following measures are approved as indicating college or career readiness:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- a–g Completion
- State Seal of Biliteracy
- Military Science/Leadership

Granada Hills Charter graduates significantly outperform graduates from neighboring and comparable schools, LAUSD, and California in meeting the requirements of the CCI. Furthermore, less than 24% of GHC graduates do not meet the CCI requirements, indicating that a greater percentage of GHC graduates are prepared for college and/or career.
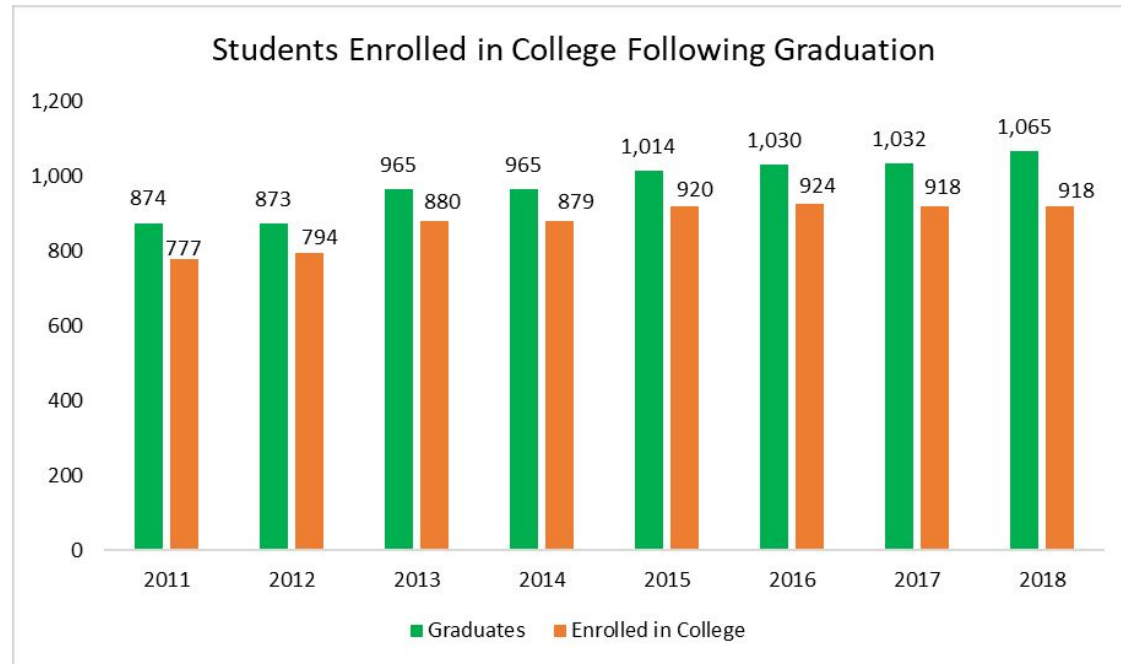
Subgroup Performance

Access to Advanced Coursework

Percentage of Students Completing at Least One AP or IB course within Four Years[4]

Student Group	Class of 2016	Class of 2017	Class of 2018	Class of 2019	2016-19 Change
All Students	60%	69%	74%	72%	+11%
Black or African American	63%	65%	64%	58%	-5%
White	53%	67%	68%	71%	+18%
Asian	72%	81%	88%	84%	+12%
Hispanic/Latino	50%	65%	68%	63%	+13%
English Learners	0%	17%	24%	35%	+35%
LCFF Unduplicated	54%	67%	72%	67%	+13%
Students with Disabilities	14%	20%	26%	24%	+10%

GHCHS has made concerted efforts to increase the number of underrepresented minorities enrolling in advanced, college level courses. Over the past four years, the percentage of students completing at least one Advanced Placement or International Baccalaureate in all student subgroups has increased significantly. These efforts include targeted recruitment using standardized test scores, student grades, and teacher recommendations. Counselors identify students with strong academic potential and performance and provide students information about the benefits of advanced coursework. Department leadership works to help students find an AP or IB course that matches a student's interests and academic strengths. The percentage of students who earn at least one qualifying score on an AP or IB test has increased as well, with over 80% of test taking students earning at least one qualifying score each year.

Post-Secondary Choices and College Acceptance

All GHSHC students complete a senior exit survey as part of the senior clearance process. In this survey, students are asked about their post-Granada plans. College acceptance is verified with acceptance letters and followed up with comparison to the National Student Clearinghouse data once available. GHCHS has set a goal of 90% acceptance to two or four year college/university.

Students Enrolled in College Following Graduation

Year	Graduates	Enrolled in College
2011	874	777
2012	873	794
2013	965	880
2014	965	879
2015	1,014	920
2016	1,030	924
2017	1,032	918
2018	1,065	918

Since the class of 2010, 95-96% of GHCHS graduates return to college for their sophomore year, significantly outperforming California and the United States (both approximately 70%). Additional data from the class of 2012 indicates that 61% of GHCHS graduates complete a college degree within six years.