

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

CONDITIONS OF LEARNING

GHCHS provides all staff and students with a safe, warm and welcoming school environment that promotes innovation, risk taking and learning. Along with building content knowledge using the California Common Core State Standards and the Next Generation Science Standards, teachers develop lessons that are rigorous and relevant. All students, including EL students, Foster Youth and low income have an opportunity to engage in active learning.

1. BASIC SERVICES - State Priority I

- A. Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
- B. Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
- C. School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection Lists are in compliance or good standings.

2. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS) - State Priority II

A. Implementation

- School will fully implement state-adopted ELA and Math academic content and performance standards for all students including subgroups. School will seek to implement academic content and performance 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 as well as Differentiation.
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.

B. EL Students and Academic Content Knowledge

- All EL students will gain academic content knowledge through the state-adopted academic content and performance 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.

3. COURSE ACCESS - State Priority VII

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course Access

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>BASIC SERVICES:</p> <ul style="list-style-type: none"> A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.) C. All school facilities are maintained and in good condition. Daily spot checks and greater or equal to 90% compliance on-inspections. 	<p>BASIC SERVICES:</p> <p>1A. 100% of all teachers are fully credentialed and appropriately places (Current CCTC records maintained)</p> <p>1B. 100% of all students have access to standards-aligned instructional materials (Annual School Accountability Report Card (SARC) Report.)</p> <p>1C. All school facilities are maintained and in good repair. Daily spot check and with greater or equal to 90% compliance on Site Inspection. (Annual School Accountability Report Card (SARC) Report).</p>
<p>IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)</p> <ul style="list-style-type: none"> A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS, NGSS); classroom observations by administrators B. 100% Implementation of the CCSS/NGSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators 	<p>IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)</p> <p>2A. 100% implementation of the CCSS/NGSS - Documentation of Professional development focusing on Common Core State Standards and classroom observations. (Evidenced through Attendance for staff training and professional development; teacher evaluations and peer observations by colleagues, implementation of Instructional Rounds in English Department)</p> <p>2B. 100% implementation of CCSS and NGSS for EL Students (Evidenced through attendance for EL staff training and professional development; teacher evaluations and peer observations by colleagues and EL Coordinator)</p>
<p>COURSE ACCESS</p> <ul style="list-style-type: none"> A. Over 90% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - metric STA attendance rate 	<p>COURSE ACCESS</p> <p>3A. Over 90% of all incoming students completed STA (Evidenced through attendance and completion)</p>

- B.** 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in ELA intervention and enrichment activities including summer school.
- C.** 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.

3B. All students have 100% access to ELA intervention, support services, enrichment and advanced placement early in the academic year (Evidenced through AHA attendance and summer school, intervention coordinator tiered intervention). Through intervention during the instructional day with tutors providing one-to-one instruction in collaboration with the discipline specific teacher, 34% of English Learners earning a D or F in one or more courses improved by the final marking period in semester I and 25% improved by the final marking period. 45% of socioeconomically disadvantaged students earning a D or F in one or more courses improved by the final marking period in semester I and 55% of the socioeconomically disadvantaged improved by the final marking period.

3C. All students have 100% access to Math intervention, support services, enrichment and advanced placement early in the academic year (Evidenced through AHA attendance and summer school, intervention coordinator tiered intervention) In the summer of 2018 85%of students recovering courses earned a passing score of a C or better.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 (Less Classified Staff than anticipated hired)	\$15,790,781.00	\$14,626,518.98
Action 2 (PANDEMIC CHANGED HOW MEALS WERE DISTRIBUTED, LESS REDUCED #)	\$51,000.00	\$32,714.35
Action 3 (CERTIFICATED SALARIES, NEW TEACHERS BROUGHT IN LOWER, STEP AND COLUMN INCREASE LOWER THAN ANTICIPATED)	\$24,126,667.00	\$23,271,005.27
Action 4 (COVID, FIELD TRIPS AND OPERATING EXP)	\$759,064	\$457,138.27

Action 5 (COVID, PD LOWERED)	\$481,904	\$241,834.85
Action 6 (COVID, PD LOWERED)	\$93,600	\$34,634.69
Action 7	\$1,434,859	\$1,373,132
Action 8	\$747,192	\$739,588.01

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

- Full staffing of all positions by qualified individuals provided continuity and dependable basic services. All teachers are fully credentialed and highly qualified providing a high standard of instruction. All students have access to standards-aligned materials and additional instructional materials supporting student learning and success and the facilities are well maintained and in good repair. All students have access to a one-to-one device as well as internet access within the home.
- All students have access to Advanced Placement courses, and the school offered 30 AP courses in the 2020-21 school year - no decrease to the prior year. In the 2020-21 school year, 2,078 students enrolled in at least one AP course, a slight decrease from last year, when 2,107 students enrolled in at least one AP course. As of June 2021, GHC students had completed 3,116 AP exams, a decrease from the prior year, when 3,630 exams were completed. The AP exams in 2020 were modified for distance learning, with all students completing the exams online. Exams in 2020 were shortened to less than one hour in length, and focused on key concepts of the AP courses. In 2021, the exams were the full length, approximately three hours in length, and many students outside California completed the traditional format of the AP exams. Many GHC students likely canceled AP exams out of concern that they were at a disadvantage taking the exams online compared to their peers outside of California. GHC provided the opportunity for students to complete the exams on campus, and nearly 300 students opted to complete the exams in person, in the traditional format. However, the majority of GHC students completed the exams at home, online.
- Professional development - GHC faculty completed an additional 1,300 hours of professional development, including training courses selected by the school to improve the distance learning program. Additionally, faculty could submit professional

development courses for approval. With access to online professional development that could be completed at any time (weekends, breaks, etc), and access to a wider variety of professional development, GHC faculty completed the equivalent of one additional day of PD. However, not all PD funds were used this year, as many faculty did not have time (or energy) to complete

Goal 2

ENGAGEMENT:

GHCHS values school safety, educational and enrichment opportunities for all and a school climate that fosters success. Parents, students and staff have multiple avenues and opportunities to engage in the betterment of the organization.

1. _____ PARENT INVOLVEMENT - State Priority III

School will provide opportunities for parent involvement

School will provide opportunities for parent input in committee meetings and informational sessions

2. STUDENT ENGAGEMENT - State Priority V

Pupil engagement as measured by:

- A. School attendance rate - School will maintain a high ADA rate
- B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism
- C. Middle school dropout rate (Not Applicable)
- D. High school dropout rate

School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 4.4%)

Subgroups with dropout rates above the average cohort dropout rate will improve annually based on 2012 percentages as a baseline. (Hispanic 6.9%, English Learners 15.4%, Special Education 9.4%, Socioeconomically Disadvantaged 4.3%)

- E. High school graduation rate

School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.

Cohort graduation rate of 92.1 (2012) will increase annually

Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement. Hispanic/Latino (2012- 88.6%) (*Note the Class of 2013 Grad target rate is 88.6%), English Learners (2012-59.6%), Special Education (2012-59.4%), Socioeconomically Disadvantaged (2012-92.2%)

3. SCHOOL CLIMATE - State Priority VI

As measured by:

- A. Pupil suspension rates - School will reduce its suspension rates each year of operation
- B. Pupil expulsion rates - School will maintain a low <1% annual pupil expulsion rate
- C. School Connectedness - Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations; continued involvement of families in all key school operations and program; and, annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent Involvement; 5. Pupil Engagement; 6. School Climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>PARENT ENGAGEMENT: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents of Advisory Council.</p>	<p>PARENT ENGAGEMENT: Measurable outcome was met. More than 3 activities or events per semester were offered and attended by parents/guardians who sought support for students academically and emotionally as well as opportunities for parents/guardians to provide input in order to impact services offered at the school through immediate surveys after each workshop/session and face to face time for feedback. A minimum of 2 parents were on the Advisory Council.</p>
<p>PUPIL ENGAGEMENT: A. Attendance (ADA) rate > 95 % B. Absenteeism < 5 %</p>	<p>PUPIL ENGAGEMENT: Measurable Outcome was met. GHC attendance (ADA) was greater than 95%; Absenteeism was less than 5%; the Dropout rate is lower than comparable neighboring schools and our</p>

<p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p>	<p>graduation rate, 93.6%, is higher than comparable neighboring schools</p>
<p>COURSE ACCESS: 100% Access to academic and educational programs as outlined in the school's charter.</p>	<p>COURSE ACCESS: Measurable outcome met. All students had 100% access to academic and educational programs as outlined in the school's charter.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1	\$0	\$0
Action 2	\$0	\$0
Action 3	\$1,751,418.00	\$1,832,265.99
Action 4 (Additional Staffing)	\$228,821.00	\$435,068.76
Action 5	\$1,143,807.00	\$1,221,402.71
Action 6	\$1,839,445.00	\$1,845,789.22
Action 7 (Hired additional social worker)	\$138,397.00	\$448,623.23
Action 8	\$30,000	\$28,966.45

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year. The need for additional support in order to meet the social emotional needs of our students during the pandemic is indicated in the shifting allocation. Additional staffing was also needed to provide more targeted assistance in the core disciplines.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A variety and multitude of documented parent outreach activities and events were offered throughout the entire year. Fall and spring semesters provided opportunities for parents to engage in workshops, provide feedback through our parent ambassador meetings, access services and training in order to monitor student success in courses, and offer input through our community surveys. Full staffing, support and extensive activities and outreach services to students, families and the community helped to provide a safe and supportive distance learning and limited return to school environment for students and resulted in positive measurable outcomes in attendance and engagement. Survey results indicated a positive overall rating of the school with the majority of the TK-12 staff recommending the school to someone with children. However, the survey continues to indicate areas in need of improvement in school culture which will help to guide our planning for the coming year. The School Site Council, the ELAC Committee and Intervention Coordinator are all aligned to share stakeholder feedback on the LCAP to meet the needs of all of the members within the school community. Meetings and minutes are well documented, survey results posted and an additional alumni coordinator out of the Outreach Office makes targeted efforts to connect with those who have graduated in order to continue to refine the opportunities offered at our school. The implementation of the Possip Platform increases feedback and communication. The adoption of Google Suite increased the use of Google Forms resulting in the increased feedback from all stakeholder groups, especially the student group. The challenges were indicative of distance learning and the ability to receive feedback from all stakeholder groups through the online platform.

Goal 3

PUPIL OUTCOMES:

GHCHS is committed to student college and career readiness. The school uses multiple measures, both internal and external, to gauge preparedness and proficiency. The school aims to instill its students with a lifelong love for learning.

1. STUDENT ACHIEVEMENT - State Priority IV

Pupil Achievement as measured by:

- A. Statewide Assessments - ELA/Literacy and Mathematics: Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics
- B. API - School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
- C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment & PSAT)
- D. EL Progress - EL students will advance each academic year on the EPLAC or other available external assessment such as the NWEA
- E. EL Reclassification Rates - EL students will be reclassified as Fluent English Proficient annually and perform "at or near standard" on the CAASPP statewide assessment
- F. AP Exam Passage - Over 75% of Students taking AP Exams will pass with a score of 3 or above
- G. College Preparedness - All eleventh grade students will pass CAASSP Exams at a minimum level of at or near standard; eleventh graders will pass CAASSP exams at higher rates than 11th graders at comparable neighborhood school; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools; the graduation rate with A-G completion will increase annually; subgroups performing below the average school percentage will improve annually

2. INTERVENTION - State Priority VIII

- A. Summer Bridge - Incoming student participation in Summer Transition Academy for enrichment, intervention, assessment, and identification of skills levels.
- B. ELA Intervention - Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement as well as access to advanced placement as available.
- C. Math Intervention - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.

- D. Academic Mentor Program - Students will have access to trained peer tutors in English and Math throughout the instructional day.
- E. English and Math Centers - Focusing on unduplicated students and Dashboard Data - students accessing the Math and Writing Center will increase their proficiency in the respective discipline.
- F. Positive Behavior Support Intervention - Focusing on unduplicated students and Dashboard Data - student access support groups on campus led by the Dean's Office for behavior as well as identifying academic needs and referrals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil Achievement; 8. Other Pupil Outcomes
 Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
<p>ACHIEVEMENT:</p> <ul style="list-style-type: none"> A. All students will meet or exceed targets for growth in statewide assessments. B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above) C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress) D. 10% of incoming EL students at placement levels 3 or 4 will be reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate) E. Over 80% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results) F. Annual increase of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable 	<p>ACHIEVEMENT:</p> <ul style="list-style-type: none"> A. All students continue to rank within the top 10% in California. B. SBAC: All students met the overall CDE School Dashboard performance expectation of yellow or above. GHC overall performance in Math is "Green" and in ELA is "Green." Subgroups not meeting in the state expectation of yellow or above are EL and students with disabilities. C. EL Students are above the state expectation of "well-developed" with 33% of GHC EL students meeting the criteria. However, we continue to focus on increasing the proficiency in all aspects of the state accountability metrics for our EL subgroup. D. Reclassification Rate for 2018-2019 was 15.2% which is higher than the state reclassification rate. E. 79% of students taking AP exams passed with a score of 3 or above. Efforts for practice and instructional refinement (differentiation and adopted universal instructional strategies aligned with SBAC claims) will

<p>neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)</p>	<p>continue for the following year in order to reach a higher number of success. F. A-G completion in 2017 was 80% and in 2018 it increased to 81%. Our graduation rate is 93.6% (overall green).</p>
<p>INTERVENTION:</p> <ul style="list-style-type: none"> A. Over 90% of all incoming students will participate in Summer Transition Academy (SummerBridge) B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year 	<p>INTERVENTION:</p> <ul style="list-style-type: none"> A. Over 90% of all incoming students participated in Summer Transition. B. All students have access to tutoring in a variety of environments. Regularly scheduled, drop in tutoring, teacher-directed targeted tutoring throughout the instructional day as well as after school. Students continue to have 100% access to ELA intervention, support services, enrichment and advanced placement early in the academic year. Throughout summer school of 2018, 85% of students recovering credit earned a grade of C or better. C. Students continue to have 100% access to Math intervention, English intervention, support services, enrichment and advanced placement early in the academic year. 44% of students access AHA tutoring after school and during Gap Period.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1	\$451,503.00	\$459,877.64
Action 2	\$1,676,256.00	\$1,973,653.69

Action 3 (Covid, Test proctors, classified, was not implemented on site due to COVID-19)	\$474,293.00	\$208,095.36
Action 4 (Covid SAT test fees)	\$180,000.00	\$98,512.74
Action 5 (increase in certificated salary)	\$502,355.00	\$536,004.45
Action 6	\$0	\$0
Action 7 (Less IA)	\$1,532,661.00	\$1,248,318.41
Action 8 (Sped additional salary and benefits)	\$7,793,638.00	\$8,114,697.19
Action 9	\$796,483.00	\$814,340.56
Action 10	\$0	\$0
Action 11	\$460,106.00	\$486,331.12
Action 12	\$201,470.00	\$204,219.35
Action 13	\$0	\$0
Action 14 (New Intervention Coordinator and step adjustment)	\$148,453.00	\$96,355.37
Action 15	\$212,500	\$186,341.93

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The planned actions and services provided support for our unduplicated population of students (Socioeconomically Disadvantaged, English Learners and Foster Youth) through additional counseling, in-class support, credit retrieval access, and free access to the internet throughout the year. Creating a master schedule and receiving UC/CSU approval for additional CTE courses as well as teachers holding a CTE credential and a Single Subject Credential, allows GHC to bolster options for more students accessing pathways while still meet a-g requirements. Intervention resources,

co-teaching and EL Coordinator, creates multiple levels of support during the instructional day as well as beyond. This tiered intervention looks at multiple data points (internal NWEA assessment data and department designed common benchmarks & external CA Dashboard indicators) in order to target identified needs and directly monitor growth.

GHC overall Graduation for 2019 is "Blue" with a 95.2% this reflects an increase of 1.8% with the following subgroups increasing as well: English Learners, African American, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White; the overall Suspension Rate is "Green" with a 0.6% indicating all subgroups maintaining or decreasing with the exception of Foster Youth and Hispanic; the overall College and Career Indicator is "Blue" with a 71.5% prepared which reflects an increase for African American and English Learners; Math overall achievement is "Green" with 9.7 points above standard with the English Learners and Students with Disabilities as subgroups to monitor; ELA overall achievement is "Green" with 64.4 points above standard reflecting all student groups increasing or maintaining. The support provided throughout this goal is evident in the 2019 data and continues to be the focus for the 2021-22 school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$365,925	Y
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	\$1,145,826	Y
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. (This will be used for IPI Per Tammy. I will ask if she is positive w this being on the LCP)	350,000	\$297,818	N
PPE for on site accommodations for students and staff.	82,757	\$93,220	N
Fulgent and Covid testing	0	\$33,779	N
Additional Para Support for students with disabilities	0	\$95,088	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning. Additionally, the need for COVID testing and onsite paraprofessionals was added to address health guidance and mitigate learning loss.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In March of 2020, the College Board modified all AP courses to accommodate distance learning, shortening the exams to approximately 45 minutes, removing multiple choice questions, and narrowing the focus of the course to the key concepts. GHC observed no measurable impact on the AP program, as GHC students completed nearly 3,700 AP and the qualifying score rate (three or higher) was unchanged at 79%. However, for the 2020-21 school year, the College Board did not modify the courses or exams for distance learning. Additionally, the College Board consistently messaged that AP exams would be available online, but the content and rigor would be comparable to the traditional, paper and pencil exams. The number of GHC students taking an AP course decreased slightly - from 2,107 to 2,078. More importantly, GHC completed fewer exams in the 2020-21 school year - 3,116 AP exams, a decrease from the prior year, when 3,630 exams were completed. Many GHC students likely canceled AP exams out of concern that they were at a disadvantage taking the exams online compared to their peers outside of California. GHC provided the opportunity for students to complete the exams on campus, and nearly 300 students opted to complete the exams in person, in the traditional format. However, the majority of GHC students completed the exams at home, online.

Students who earned a D or F in core classes had the opportunity to complete a one week “extension course” to improve their grade in the course from a D or F to a passing grade - up to a C if students demonstrated proficiency in the course’s key concepts. GHC offered these extension courses online following the fall semester and in person following the spring semester. There was a significant difference in student performance when comparing online to in person: 70% of students improved their grades in the online extension courses, but over 90% improved their grades in the in person extension courses.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Class Size Reduction	\$ 2,457,600	\$2507500	Y
Instructional Aides	\$ 1,161,429	\$915,003	Y
Writing and Math Center	11,306	\$12,272	Y
Apps for distance learning which allows for continuity of instruction within the online platform	62,500	\$152,272	N
Equitable access to technology	88,025	\$185,171	N
Additional ELD Class, Dedicated English 11, Sheltered US History = 3 auxiliaries	29,654	\$29,654	Y
Duties substantially dedicated to covid and distance learning		\$656,628	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Focus areas for the 2020-2021 school year and distance learning instruction: 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. Historically, GHC students 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 had to identify 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 continued with the 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, high-risk student will continue to be developed and supported by the following programs and interventions: 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 double block Algebra I class; a comprehensive After Hours Activities (AHA) program including test prep sessions and tutoring; 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. The tiered system of attendance also allowed for direct intervention within three missed class periods which allowed staff to identify the area of intervention immediately.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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]	120415	Y
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	[\$31,800]	31800	Y

and math. Courses would implement online and teacher designed curriculum and be led by certificated staff. Faculty Teaching GHC Built Intervention Courses			
With a continued focus on community, there is a need for staff who wish to participate in and serve as group facilitators for an "Equity Learning Series" for students. With our focus on race and implicit bias, we will engage students in grades 9-12 around equity with curriculum as well as conversations. Students will engage in equity modules and voluntarily participate in conversations around race which will be guided by trained staff. Interested staff members will review the curriculum and be trained to facilitate challenging conversations which will begin during the spring semester with students. Equity Facilitator Training: Leading sessions for students grades 9-12.	15,900	14393	Y
Faculty Professional Development: Compensate staff for up to 12 hours each of additional professional development. Faculty could submit external training courses for approval and GHC would also offer targeted synchronous training sessions.	179,560	\$285,775	N
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 had a designated number of families.	1,076,259	\$46,025	N
Professional Development (12 hours) in preparation for the 2020-21 year which includes targeted focus on distance learning.	179,560	\$147,337	N
EPOCH Diversity, Equity and Inclusion training as well as the UCP Training.	92,500	\$146,895	N
Intervention Coordinator	123,655	\$107,347	Y
Digital Promise: Professional Development Learning Service and the training of 7 GHC staff to create the assessment team.	41,418	\$86,042	N
Stakeholder Engagement: Pupil and Family Engagement	8,698	\$9025	N
School Nutrition	2,444,594	5055589	n

TK-8 Parker Anderson course connections for students and staff	0	\$81579	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning. The increased funding reflected in the Digital Promise partnership is due to the additional meeting times and additional members added to the assessment team.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As the high school and TK-8 program shifted from distance learning to on-campus learning, the administration, teachers, parents, and students recognize the need to adjust academic programs to meet the unique needs of students in the wake of the Covid-19 pandemic, including mitigating learning loss and building connections to the school. Both programs recognize that previous goals and systems will play a vital role in the recovery and acceleration of student learning. As such, Granada Hills Charter has identified six key actions that significantly influence pupil achievement and outcomes: Planning for High-Quality Instruction and College Guidance, Instructional Leadership Development, Internal Assessment System Development, Research-Based Pedagogy Professional Development, Differentiating Instruction for Students with Disabilities and English Learners, Interventions to Support Struggling and At-Risk Students, and CTE Programming and Professional Development. Lastly, the experience of distance learning has highlighted gaps in the academic and instructional program that need to be addressed in order to successfully transition students back to on-campus learning and urgently mitigate learning over the next three years.

Data from the implementation of extension courses in order to meet the D/F identified need for all students, was essential during winter, spring and summer sessions. Over 1,150 students enrolled in the extension courses during winter break, spring break, and immediately following the spring semester in summer. Of these students, 826 successfully completed the course by the close of the session and raised their grade to a passing grade. Three of the sessions were offered online - when the school did not have an option for in person instruction. In these sessions, 70% of students were able to improve their grade. The summer session was offered in person and was much more successful - over 90% of students in the in person session improved their grade. The collaboration between school leadership with the targeted development and teaching of these modules proved to be an option which will continue to be implemented in the 2021-22 academic year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Academic recovery and acceleration as a result of Covid-19 and the subsequent school closure has surfaced a high need for social-emotional learning support for students and staff. The GHC Connect Program was a successful program which brought consistent and caring communication to families and students. This frequent monitoring of mental health and well-being was embraced by parents and staff. Student, parent, and staff surveys had expressed a dire need to continue with supporting students' social-emotional well-being as they return to school. Key features that GHC will actively put into place include: increasing counseling services and workshops for students, especially when returning to campus in the fall; partnering with Capturing Kids' Hearts to provide a series of professional development for teachers in order to address social-emotional learning in the classroom; continuing the Family Connect program that started during distance learning as a strategy for maintaining personalized engagement between GHC and parents.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The implementation of distance learning served as considerable access for student responses and coordinated efforts with teachers within the classroom to gather feedback from students within a designated time frame. However, the parent responses and staff responses dipped from previous years. This could be the reflection of online fatigue and/or the overuse of multiple platforms for stakeholder feedback.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Subsidizing students reduced meal expenses for eligible low income students.

GHC Provided Additional support for qualified Socio-Economically Disadvantaged students and families and for Foster Youth providing that all eligible reduced meals incur no costs and ensures that all students have access to basic nutritional needs. Providing subsidized meals will support both Socio-Economically Disadvantaged and Foster Youth with nutritious meals to curb obstacles regarding nutrition and academics. The program was a success in the community with a significant increase in the distribution of meals to the community throughout the year. The meal options created by staff were fresh and innovative.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$996,962	N
Distance Learning Program	Update staff laptops to better serve the needs of working remotely and distance learning requirements. (UPDATE SUPPLIES FOR STAFF ABOVE LAPTOPS, IE CAMERAS)	250,000	\$552,736	n
Increased or improved Services	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.	5,829,805	\$5,868,397	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning. Additional costs reflect the need for materials and training for returning students to school which included broadcasting and the need for additional cameras, laptops and supplies; additional staff and paraprofessionals; ensuring a safe campus.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The pandemic forced the increased access to rigorous, engaging, and challenging coursework through an online platform. The transition to teaching online required departments to focus on common essential skills that articulate within the discipline. Streamlining curriculum while focusing on maintaining a nurturing and understanding community and allowing opportunities for students to demonstrate and apply content and receive timely feedback allowed for identifying what strategies and approaches to learning will continue in the 2021-22 year. The 2021-24 LCAP reflects the school leadership, staff, parent, and student collaboration and feedback around what worked during the pandemic and can be applied to the successful reopening of school as well as what elements need to be refined.

With the unprecedented closure of schools as a result of the Covid-19 pandemic and the civil unrest that concurrently took place in society, Granada Hills Charter recognizes the importance of providing students with additional resources and supports to address social-emotional needs and challenges as on-campus learning resumes and accelerated learning occurs to mitigate learning loss. Student, parent, and staff surveys repeatedly call attention to the need to address social-emotional learning as a key lever to re-introducing students to the school community, particularly for our most vulnerable students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The mitigating learning loss programs implemented during the 2020-21 school year will continue into the new LCAP three year cycle. These programs were designed to address gaps and accelerate learning with clear systems to monitor growth and proficiency. Internal and external assessments (NWEA and common department benchmarks) are key pieces in monitoring student performance. Continued equity audits on discipline referrals and attendance will also help to determine intervention on school climate. The programs were also designed to address equity within the curriculum and instruction, social emotional learning and authentic assessments. Addressing these key areas and focusing on pupils with unique learning needs, professional development for the 2021-22 year is designed for personalization and differentiation with targeted and transparent outcomes aligned with school goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

GHC recognizes 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 as a key factor driving the identified goals in the 2021-2024 Local Control Accountability Plan. 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 gave GHC the opportunity to collectively respond and lay a foundation that allowed all students to thrive in 2020-21. This foundation will be built upon throughout the summer transition programs and summer offerings prefacing the 2021-22 academic year.

With targeted and consistent and continued 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. During the spring of 2021, GHC was able to successfully and safely bring cohorted students back to campus for enrichment and intervention. This facilitation of returning students to school will be a fluid process as GHC brings greater numbers of students back in the fall while still providing rigorous distance and on campus learning options for families.

Though GHC has successfully navigated the pandemic with overall student performance that indicates students are meeting proficiency and/or making gains toward proficiency, there are areas that have been identified which need improvement and refinement. These areas include existing systems designed to offer the greatest access and equity, improved content-area common formative assessments, homework policy and expectations, improving sub-group performance on state indicators, standards based and mastery based grading, differentiation and personalized instruction, and authentic assessments.

The key features of this year's LCAP focuses on continued and new goals and actions enacted within the TK-8 program and the 9-12 program, with a focus on the following areas: Pupil Achievement & Outcomes; Community, Climate, and Engagement; Social-Emotional

Learning, and Equity. Additionally, both programs will continue to address and support Basic Services and Conditions of Learning, including implementation of state standards, facilities maintenance, and appropriate credentialing and placement of teachers.