

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granada Hills Charter	Frank Tarczynski, Interim Administrative Director	franktarczynski@ghctk12.com

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

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

Columbia Survey Published April 6, 2021.

TK-12 Identified points of interest for returning to school:

-Parents feel confident with the academic program but would like to see social emotional support as students transition back to in-person learning. Lack of socialization was the top concern by far for the TK-8 parents, especially with the young developmental age and for many, being at a new school with no friends. For some, however, whose students had previously suffered anxiety, shyness, or bullying, have seen an improvement in student learning.

-Staff in the TK-8 expressed their most significant social-emotional concern was the young students' lack of opportunity to collaborate with their peers and build relationships that would help with feelings of loneliness and isolation. Twelve percent of the staff felt it was difficult to build community online.

TK-8 feedback helped to inform the return to school hybrid plan with the focus on continuity, connectedness and closure.

The 9-12 feedback and identified recommendations stem from the need to create a bridge for students to return to school with targeted efforts around social emotional learning and support. Students, parents and staff indicated that intervention during return to school in spring and summer as well as the 2021-22 academic year, should include a balanced approach between academics and serving the needs of the whole child.

Stakeholder feedback opportunities were provided through a google form survey. Presentation of summer school and focused efforts around return to school academic intervention and acceleration with a foundation of social emotional learning supports, were provided through School-Based Committee meetings (School Site Council, Student Services Committee, Curriculum and Instruction) and PTSA meetings for the TK-8 program and the 9-12 program. Stakeholders were made aware of the following supplemental instructional support strategies what will be implemented with the grant:

Possip surveys sent through text messages to parents were also used to identify agreement with how the school has messaged priorities for students and staff returning to school as well as areas of focus for the 2021-22 academic year.

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

Students are identified:

- Students who have been identified throughout the year for counseling, health provisions, or mental health services
- Teacher Recommendation
- Students at risk of not graduating
- Disengaged Students based on Distance Learning Tiered Intervention (Local Continuity and Attendance Plan)
- EL students who need additional support in English and Math based on testing and final fall grade data
- Students who have been identified in fall and spring for credit recovery or credit extension courses
- Extension course data from the fall and spring which identifies additional interventions needed for students who did not successfully complete both opportunities
- Students identified through teacher recommendation, common benchmarks, or self selection for additional small group tutoring in all disciplines
- Transition grades (6 and 9) will be assessed for diagnostic data, engaged in social emotional learning (SEL) activities and academic acceleration in preparation for the academic year
- Counselors made individualized phone calls to each student for a check in to connect around academic progress and social emotional support

Students will be assessed through end of intervention, acceleration and social emotional support progress through the following:

- Grades
- Survey to parents, students and staff

-Teacher Recommendation

-One to one meetings with student and parents

-Teacher and provider debriefs

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

Parents and guardians are informed through email, phone calls, GHC website postings and through possip text messages.

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

Strategies identified for supplemental instruction and support:

-Extending instructional learning time in addition to what is required for the school year by increasing the opportunities for students to take credit recovery full courses or hybrid extension courses aimed at offering successful completion of a course taken within the 2020-21 academic year

-Accelerating progress to close learning gaps through enhancement of learning supports including:

-Small group tutoring with certificated staff

-Small group instructional support with technology and access to supplemental coursework with classified staff

-One to one tutoring with classified staff

-Professional development for all staff with social emotional learning supports, equity and authentic assessments

-Integrating student supports to address barriers to learning - counseling, mental health services - Focus on social emotional support through Camp Granada TK-12

-Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility with a focus on rising grades 7, 8 and 11 and 12

Spring Semester 2021

GHC offered in-person instruction to enhance and support the online learning environment including multiple options for students to accelerate their learning during the closing of the spring semester. The TK-8 program and the 9-12 program provided targeted access for small groups and one to one focused discipline specific intervention with certificated and classified staff.

Summer 2021

The summer offerings for the TK-12 programs were completely restructured based on recently implemented mitigating learning loss programs and subsequent data, COVID guidelines for returning students and staff, and an identified need for social emotional support.

Summer programming can be delineated under two comprehensive buckets:

- Granada Hills High School Summer Programming:
 - Summer Transition Academy
 - Summer Programs for Rising 10th, 11th, and 12th Graders
 - Summer Recovery Programs for Graduating Seniors
- Granada Hills TK-8 Summer Programming:
 - Camp Granada
 - Grade 7 and Grade 8 Orientations
 - Extended School Year (ESY)

GRANADA HILLS 9-12 SUMMER PROGRAMMING

Redesigned Summer Transition Academy for incoming Grade 9 students:

Since the program's inception in 2006, the Summer Transition Academy (STA) has played a pivotal role in acculturating every incoming Grade 9 student to the expectation of success fostered by Granada Hill Charter High School's (GHCHS) faculty and administration. STA is a summer program required of every incoming Grade 9 student for the purpose of supporting students and parents with the transition to high school and college-level coursework.

With the unprecedented nature of the COVID-19 pandemic adding continued stress to student learning and emotional well-being, the faculty and administration at GHCHS are leaning on the STA program to help mitigate learning loss and to reignite students' purpose and joy for learning on our campus. In order to address these challenges, the administration has partnered with Y.M.C.A. of Metropolitan Los Angeles and retooled STA into the Summer Transition Academy Return (STAR) program into a 3-week program with a continued purpose for supporting every incoming Grade 9 student's transition to high school but with special attention, staffing, and resources dedicated to enhancing students' social-emotional learning and physical education.

PROGRAM DESCRIPTION: The STA program provides a successful transition to GHCHS for every incoming Grade 9 student by:

- Introducing students and their families to the expectations for high-level learning and beyond.
- Orienting students to GHCHS's culture and campus.
- Receiving their Chromebook, including training and support.
- Completing Fall registration.
- Assessing every student's current proficiency with ELA/Literacy and Math standards in order to ensure proper placement of courses.
- Developing an understanding of the key instructional strategies employed by every GHCHS teacher.
- Meeting and establishing lifelong friendships with other GHC students.

ENHANCEMENTS TO PROGRAM FOR SUMMER 2021: The redesigned STAR program will continue the legacy of outcomes articulated above and add the following objectives to address students' SEL and physical needs:

- Integrating GHCHS alumni to serve as teacher-mentors to students, including safety and health training and CPR certifications.
- Math and ELA daily classes reduced from 2 hours/day to 1 hour/day
- Integrating 2 hours of social-emotional learning and physical activity for every student.
- Capping class sizes to 22 students in order to adhere to safety guidelines for reducing the risk of COVID-19 transmission.
- Grouping students into cohorts of no more than 22 students in order to build student rapport and relationships.
- Integrating more physical activities that promote sportsmanship, team-building, and exercise.
- Integrating more art and creative activities that allow students to express themselves in more meaningful ways (designed and led by YMCA).

GHC Summer Programs for Rising Tenth, Eleventh, and Twelfth Grade Students

The 2021 summer school program will offer students and families multiple options to remediate learning loss, access in-person and online credit recovery, and enjoy enrichment and accelerated opportunities. Although summer school is certainly not novel to GHC, the 2021 summer school GHC is being driven by a student needs survey conducted and determined that out of 532 students who responded, 67% want to take their summer school credit recovery class online and 32% want to take their course in person, 31 percent or 149 students want to take an enrichment or accelerated course in-person. At the 12 week progress report card, the grade analysis shows that shows that

Based on the survey and grade analysis GHC will offer seven options as follows:

One Week Extension Courses

- Extension courses are taught in person.
- Can be offered multiple times throughout the summer depending on student demand.

Three Week In Person Credit Recovery

- Adjusted scheduling to accommodate classes that are normally six weeks
- Each on-site class will be limited to the room capacity at the agreed upon social distancing requirement
- Each teacher will have the support of a paraprofessional staffed by the YMCA.

Six Week Enrichment and Accelerated Courses

- For VAPA and Mathematics
- Each on-site class will be limited to 25 students or less
- Each teacher will have the support of a paraprofessional staffed by the YMCA.

- Teachers will broadcast the courses to students who choose not to attend in-person learning.

Six Week Online Credit Recovery

- Online courses will be taught by Accelerate Education teachers with the support of GHC advisors.

Six Week Extended School Year

- New this summer, ESY will be offered for six-week.
- Classes will be held on site.
- Each teacher will have the support of a paraprofessional staffed by the GHS paraprofessionals.
- New this summer is the use of Edgenuity for the extended learning opportunities in ESY
- A distance learning option for ESY will be available for students who choose not to attend in-person learning.

Six Week Senior Credit Recovery

- Senior Credit Recovery will be held on site.
- Each teacher will have the support of a paraprofessional staffed by the GHC paraprofessionals.
- New this summer is the use of Edgenuity for the credit recovery classes for Seniors.
- A distance learning option for ESY will be available for students who choose not to attend in-person learning.

GRANADA HILLS TK-8 SUMMER PROGRAMMING

Camp Granada

- GHC TK-8 middle grades teachers will be organizing a 6th Grade summer program aimed at supporting students as they transition from 5th to 6th grade.
- Teachers will plan activities focused on executive functioning skills, student wellness, and strengthening classroom communities as well as mathematics and ELA assessments.
- Secondary middle grades teachers will provide 1) on-campus, in- person instruction to incoming 6th grade students 2) online instruction to their own students, who remain in the distance learning model, via broadcasting.

Grade 7 and Grade 8 Orientation and Diagnostic

- Middle Grades teachers will organize a one-day orientation for students in Grades 7 and 8 focused on team and community building.
- Secondary middle grades teachers will provide 1) on-campus, in- person instruction to their 7th and 8th grade students 2) online instruction to their own students, who remain in the distance learning model, via broadcasting.

Extended School Year

- ESY is offered to those students who require special education services and support beyond the regular school year.
- ESY will be supervised by one special education teacher and 2 paraprofessionals.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA. **Actual Expenditures Due December, 1 2022**

Supplemental Instruction and Support Strategies	Planned Expenditures
Extending instructional learning time TK-8 - 3 week camp addressing Social Emotional Learning and Math Intervention and Acceleration: Partnership with YMCA and Mathnasium from 7:00 am - 6:00 pm (Extended Learning Camp) - expected 300 students for \$890/student contract	\$534,000
Paraprofessional (13 full time)	\$511,693
Extended Learning Camp - TK-8- Campus Aides (2)	\$13,495
Full time Extended Learning Camp Nurse (3 weeks)	\$18,155
Extended Time and Enhancement of Learning Supports - Subscriptions TK-8: IXL	\$11,067
Extended Time and Enhancement of Learning Supports - Subscriptions TK-8: SORA	\$1,600
Extended Time and Enhancement of Learning Supports - Subscriptions TK-8: Happy Numbers	\$6,525
Extended Time and Enhancement of Learning Supports - Subscriptions TK-8: Scholastic News	\$2,814
Extended Time and Enhancement of Learning Supports - Subscriptions TK-8: BrainPop	\$4146

<p>Extended Instructional Learning Time - Grade 6 Middle School Summer Program 10 days (all day) 6 teachers with 2 days of preparation time: Focus is ELA and Math</p>	\$87,144
<p>Extended Instruction Learning Time - Grade 7 Middle School Summer Program 1 day (all day) 6 teachers with 1 day of preparation time: Focus is ELA and Math</p>	\$14,524
<p>Extended Instruction Learning Time - Grade 8 Middle School Summer Program 1 day (all day) 6 teachers with 1 day of preparation time: Focus is ELA and Math</p>	\$14,524
<p>Summer Transition Academy - <i>Return</i> (STAR) Program Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports with a specific focus on social emotional support.</p> <p>Certificated Staff Salaries - Twenty-Six (26) teachers, 56 hours total @ hourly rate (average = \$85/hour + 18.66% benefits)</p>	\$293,708
<p>STAR Paraprofessional - 9-12 Instructional Aides for Classroom Support - 16 aides to support classrooms with broadcasting, 56 hours total @ \$20 - \$25 hour</p>	\$50,382
<p>STAR YMCA: Social Emotional Support, arts and crafts, community building</p>	\$250,500
<p>STAR Teacher Professional Development to support “broadcasting” to students who elect online program only for summer</p>	\$9,114

16 teachers, 8 hours total @ \$30 per hour	
STAR Four days for each social worker to read letters about mental health and bullying. Three social workers, 32 hours each @ \$85/hour + 18.66% benefits	\$19,366
Summer School 9-12 Program Accelerate Education Credit Recovery Licenses	\$79,200
Summer School Teacher Salaries credit recovery Three week courses for students who previously failed the course 20 teachers for 3 weeks @ 4 hours per day @ \$85/hour + 35% benefits	\$242,066
Summer School Teacher salaries Extension courses Five day intensive courses of students for students who passed the fall semester but failed spring semester. 20 teachers @ 2.5 hours per day @\$85/hour + 18.66% benefits	\$50,430
Summer School Teacher salaries Accelerated and Enrichment Courses Six week accelerated or enrichment courses for students 6 teachers for 6 weeks @ 4 hours per day @ \$85/hour + 18.66% benefits	\$145,240
Summer School Teacher salaries for ESY	\$145,240

Six week credit recovery program for students with IEPs. Four teachers for 6 weeks @ 6 hours per day @ \$85/hour + 18.66% benefits	
Summer School Teacher salaries Senior Credit Recovery One teacher @ for 6 weeks @ 6 hours per day @ \$85/hour + 18.66% benefits	\$36,450
Summer School Edgenuity	\$44,300
Summer School Advisor salaries Six advisors to provide support to students taking online credit recovery classes. 6 hours per day for 6 weeks @ \$30/hour + 18.66% benefits	\$76,892
Summer School Teacher Professional Development Teacher Professional Development to support “broadcasting” to students who elect online program only for summer - 26 teachers, 8 hours total @ \$30 per hour	\$14,808
Summer School Teacher and paraprofessional PD with Edgenuity Teachers for ESY and senior credit recovery - 5 teachers for 16 hours @ \$30 per hour and 10 paraprofessionals for 16 hours @ \$20 per hour - Credit Deficient for Graduation	\$14,692
Summer School Paraprofessionals	\$101,214

10 GHC paraprofessionals to provide support in ESY and Senior Credit Recovery - 6 hours per day for six weeks @\$20 per hour +12.46% benefits	
Summer School Contracted Paraprofessionals Support Staff to provide instructional support for credit recovery and enrichment/accelerated courses - YMCA, 60 staff members, 4 hours per day @ \$38/ hour 3 weeks	\$273,600
2021-22 Instructional Year Instructional aides to support broadcasting to students who elect online only program; in 25 HS classrooms; prioritizing full time aides in classes with English Learners and Students with Disabilities. 12 full time aides @ 35 hours per week for 35 weeks (\$20/hour + 12.46% benefits)	\$413,291
2021-22 Instructional Year Shuttle - iGranada	\$95,000
2021-22 Instructional Year Psychologist	\$95,793
Expanded Learning Opportunities Grant Amount	\$3,673,657
Total Planned Expenditures <i>(Planned expenditures exceed grant amount by \$66,315)</i>	\$3,739,972
Amount Allocated to ParaProfessional Expenditures is 45.6% of Total Grant <i>(Minimum paraprofessional expenditure requirement is 10% of total grant amount or \$367,366)</i>	\$1,673,878

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

ELO Grant funds are being coordinated with ESSER funds through the purchase of personal protective equipment, HVAC units and installation, portable purifiers, furniture to ensure distancing, and all of the technology (tablets and infrastructure) for access.