

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901**

LEA Plan Information:


Local Educational Agency (LEA): Granada Hills Charter High School
County/District Code: 19 64733 0000000
Dates of Plan Duration: 2017-2021
Date of Local Governing Board Approval: February 27, 2017


LEA Information:

Superintendent: Brian S. Bauer
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Brian S. Bauer 27 February 2017 
Printed or typed name of Superintendent Date Signature of Superintendent

James W. Salin 27 February 2017 
Printed or typed name of Board President Date Signature of Board President

Local Education Agency Plan Granada Hills Charter High School

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LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
X	Other (describe): 21st Century After School Program Grant - YPI-AHA Program
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): LCFF Concentration Funds
X	Other (describe): LCFF Supplemental Funds

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		807,342		
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		12,811		
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient				
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education		63,738		
McKinney - Vento Homeless Education				
IDEA, Special Education		867,979		
21st Century Community Learning Centers				
Other (describe)				
Child Nutrition Program		1,125,200		
21st Century After School Program Grant		230,000		
Total		3,107,070		

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF-Base & Supplemental		42,020,211		
State Lottery		850,651		
Total:		42,870,862		

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Granada Hills Charter High School is located on 35 acres in the city of Granada Hills, a suburb in the northwestern San Fernando Valley area of the City of Los Angeles. The Granada Hills population represents just 53,134 out of nearly 2 million in the San Fernando Valley and almost 4 million Angelinos. Granada Hills is a largely working class, suburban community with a median household income of \$77,642 and a median home value of \$515,000 (2011). Seventy-seven percent of the Granada Hills community (zip 91344) lives in owner-occupied housing units compared to 48 percent of families in the greater Los Angeles area. Compared to the rest of the country the Granada Hills' cost of living index is a high 129.4 compared to the U.S. average of 100. Major employment in the area is found in the Education and Health Industry (20%), Retail/Wholesale Trade (17%), Professional Services (12%), Manufacturing (11%) and Finance/Real Estate (11%) industries.

As of the 2016-17 school year, Granada Hills Charter High School (GHCHS) is in its fifteenth year as an independent charter school and is one of the leading comprehensive public high schools in Los Angeles and in the state. The Granada Hills Charter educational program continues on the trajectory of helping all students become college and career ready. The Governing Board continues to address established schoolwide goals. These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal in 2012 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings. A differentiated instructional program that prepares students for college and career readiness along with a strong business and operations model is the hallmark of Granada's success.

Granada received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2011-12. The School's Action Plan is aligned with Expected Schoolwide Learning Results and 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. Students continue to perform at high levels, as evidenced by results on the Smarter Balanced Assessments and other internal and external assessment such as the Advanced Placement, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures. In addition to a traditional instructional program that includes academic programs in Science, Technology, Engineering and Mathematics, Humanitas/New Media, Global Business and Finance, and Global History of Ideas, and several Career Technical Education strands, the expanded GHCHS iGranada program serves students who need a flexible schedule in an alternative NCAA-approved blended instructional model. Students complete the A-G requirements with after school support and enrichment activities funded by school grants. GHCHS continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and the implementation of the Common Core curriculum. Granada is also the only school in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. In addition, we now offer the AP Capstone Program to those students wish to earn the AP Capstone Diploma. Throughout the academic programs Granada Hills Charter students complete the A-G requirements with after school support and enrichment activities funded by school grants.

Granada Hills Charter's student population is a melting pot with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils 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 2015-16 student population consists of 38.7 percent Hispanic or Latino, 28.2 percent Asian, 3.7 percent Black or African American, 0.2 percent American Indian or Alaska Native, 0.4 percent Native Hawaiian or Other Pacific Islander, 26.1 percent White and 1.7 percent Multiple. The most significant change in student ethnic groups since our last charter petition in 2008 is an 8.5 percent increase (29.9 to 38.4 percent) in the Hispanic or Latino population. Currently, over 2,300 students are eligible for the National School Lunch Program ("Free or Reduced Meals"), a marked increase from 38.0 percent to 52.8 percent in the last five years.

MISSION:

Granada Hills Charter High School provides a positive student-centered environment in which all students develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society. We pledge our resources to create a school where all students are actively engaged in the process of learning in a multicultural, multilingual setting.

VISION:

The vision of Granada Hills Charter High is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

GOALS:

- Students at Granada Hills Charter will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the existing California State Standards and the newly adopted Common Core State Standards
- Diverse learners will meet or exceed student achievement targets as measured by the Annual Measurable Achievement Objectives
- All students will meet the Expected School-wide Learning Results and demonstrate college and career readiness as measured by college entrance and acceptance rates

EXPECTED SCHOOLWIDE LEARNING RESULTS:

As part of the schoolwide Western Association of Schools and Colleges (WASC) accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). Every student who graduates from Granada will be:

- An Effective Communicator, able to read, write, converse and listen for a variety of purposes;
- An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world;
- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for a practical and theoretical problems;
- A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse global community; and,
- A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

WASC ACTION PLAN GOALS:

During the fall of 2011, Granada Hills Charter High School conducted a self-study that consisted of analysis of all aspects of our school. The faculty, staff, students, parents and community school stakeholders analyzed disaggregated achievement data and developed the following action plan goals. During the spring of 2012 Granada Hills Charter High School received a six-year accreditation term from the Western Association of Schools and Colleges.

- Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and college and 21st Century career readiness goals for all students.
- Goal #2: Increase intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.
- Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.
- Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.
- Goal #5: Expand and strengthen existing opportunities and create engagement models for parent and community involvement in comprehensive student support; including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

All teachers collaborate to develop common benchmark assessments and final exams. Benchmark assessment data is used to refine instruction and differentiate lessons to meet the needs of students. California State Testing Data results as available and NWEA services are being utilized to provide online assessment in English and Math to all our 9-11th grade students. Faculty and administration also use following assessment data to modify instruction and improve student achievement:

- Academic Performance Index (API) Data (past available data-no longer calculated)
- Adequate Yearly Progress (AYP) Data and AMAO (AMAO results sunset in 2016-17)
- California English Language Development (CELDT) Data
- California Standardized Testing (CST) Data (replaced by CAASPP)
- California Assessment of Student Performance and Progress (CAASPP) Testing Results
- Northwest Evaluation Association (NWEA) Assessments in English Language Arts and Mathematics
- PSAT testing provided for all students grade 9, 10 and 11 annually
- AP and International Baccalaureate Testing Results
- UC/CSU Student completion and Eligibility Data
- AP/Honors Course Enrollment and Performance Data
- Early Assessment Program (EAP) for College Readiness in English Language Arts and Mathematics
- Academic Core Completion Data
- Common Benchmark Assessments
- Course Grade Evaluation
- Common Core State Standards (CCSS) concepts and critical thinking strategies have been incorporated into instruction for readiness for the 2015 CCSS testing and beyond as evident in the CAASPP results and teacher observations.

**Performance Goal 1:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> 1) Administrative and Leadership Team will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to incorporate critical thinking concepts and content standards 2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on the Teaching standards 3) Local evaluations, formative and summative assessments will stress mastery of standards based content 4) All new teachers will be mentored through the Induction Program and assigned a mentor. The mentors support the department instructional practices and help new teacher focus on standards-based instruction. 	<ul style="list-style-type: none"> 1) Administrative Team that includes Administrators, Leadership Team and Mentor Teachers/ongoing 2) Administrative Team and Leadership Team /ongoing 3) Administrative and Leadership Team and Teachers /ongoing 4) Administrative Team, New teachers, Induction Program participants, mentor teachers (department chairs, instructional advisors or other) /ongoing. 	<ul style="list-style-type: none"> 2) In-house Training 2) Part of Administrative Team's job responsibilities Reflected in salaries 3) included in Chair and Instructional Assistant stipends 		
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> 1)GHCHS will purchase materials aligned with the common core standards (9-12). All textbooks and supplemental materials align with the State Standards. 2) Teachers will regularly examine student work samples at content meetings to ensure that students are mastering grade level or content standards 3) Teacher lesson plans/course syllabus will make explicit reference to the anchor standards of the common core, reading, writing, speaking and research. 4)GHCHS will adopt a research supported common core lesson planning format. <p>3. Extended learning time:</p> <ul style="list-style-type: none"> 1) GHCHS offers 0 and 7th Period Classes to all students to provide more opportunities for full access to coursework. 	<ul style="list-style-type: none"> 1) Administrators, Department Chairs, Instructional Advisors 2) Teachers/ongoing 3) Teachers/ongoing 4) Teachers/ongoing 1) Teachers ongoing 	<ul style="list-style-type: none"> 1) Instructional materials - Textbooks 2) No extra cost 3) No extra cost 4) No extra cost 1) additional classes 	<ul style="list-style-type: none"> 1) 1,190,000 2) N/A 3) N/A 4) N/A 1) 926,000 	<ul style="list-style-type: none"> LCFF Base Funds LCFF Supplemental Funds

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2) Lower quartile GHCHS students will enroll in courses both in seat and online during intersession/Summer School to insure students have extended learning time necessary to be successful in English Language Arts and reading.</p> <p>3) GHCHS teachers and tutors will offer after school tutoring and/or targeted tutoring workshops or seminar opportunities so students can get help after school in mathematics.</p>	<p>2) Teachers as needed- Summer School and Intersession Staffing as needed</p> <p>3) Teachers and outside tutors as needed</p>	<p>Salaries</p> <p>3) Staff Training Rate</p>	<p>3) N/A</p>	<p>LCFF Base Funds</p> <p>21st Century Grant</p>
<p>4. Increased access to technology:</p> <p>1) Students are provided 1:1 Chromebook or other devices as well as access to computer and library tech labs, Training software, etc.</p> <p>2) Students will have full access to computer software for reading, i.e. Academy of Reading, Accelerated Reader, etc. as recommended for assistance.</p>	<p>1) Administration/Tech Team</p> <p>2) English Teachers, Intervention Teachers</p>	<p>1) Chromebooks lease</p>	<p>1) \$300,000</p>	<p>LCAP Supplemental</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) All faculty and staff will have access to critical thinking and common core workshops both in house and conferences and other training as available.</p> <p>2) New teachers will receive support, materials and resources that focus on the use of standards based reading materials and current instructional practices</p> <p>3) All teachers will collaborate to update course outlines, aligning them to state standards and identifying benchmark measures to assess success on the standard.</p>	<p>1) Administrators, Faculty and Staff</p> <p>2) New teachers</p> <p>3) Teachers</p>	<p>1) CCSS Professional Development</p> <p>2) New Teacher Support</p> <p>3) Ongoing weekly Professional Development</p>	<p>\$100,000</p>	<p>LCFF Base Funds</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) GHCHS Governing Board, School Site Council, Curriculum & Instruction Standing Committee, Parent Advisory/Title I Committee and English Learner Advisory Committee meetings will oversee GHCHS progress</p> <p>2) GHCHS will send each parent his/her student's individual state assessment results, with an explanation of how to interpret them.</p> <p>3) Counseling and teachers regularly communicate with parent regarding student progress and assessment results and meet as needed</p> <p>4) School will provide summer mailing with all resources for student assistance, information regarding Home Access Center and other materials to outline all available student support.</p>	<p>1) Committee members/ monthly meetings</p> <p>2) Testing Coordinator, Staff</p> <p>3) Counselors, Teachers</p> <p>Administrative Team, Clerical Support</p>	<p>eSchool Home Access Center</p> <p>Mailing/Printing Costs</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) GHCHS Summer Transition Academy provides diagnostic assessment for proper placement in Math and English Language Arts for incoming students 2) Faculty and Staff will provide onsite tutoring and student support in an after school environment 3) Remedial and advanced Summer School Programs, Senior Boot Camp and Summer Transition Academy will be provided for students 	<ol style="list-style-type: none"> 1) Summer Transition Staff 2) School faculty 3) Teaching and Support Staff 	<ol style="list-style-type: none"> 1) GHCHS Staff, Teachers and Outside Faculty 2) Teachers 3) GHCHS Staff, Teachers and Outside Faculty 	<p>\$ 209,000</p>	<p>21st Century Grant LCFF Base Funds</p>
<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1) GHCHS Governing Board and administration will fully support the Public Schools Accountability Act. 2) GHCHS will participate in all phases of the state's standards-based assessment system, including the Common Core Content Standards Testing. 3) Standardized testing data, AYP results, internal summative and formative assessments will be used to monitor programs and drive changes in instructional practice as available. 4) GHCHS Executive Director, Governing Board, School Site Council, Leadership Committee, Standing Committees, Parent Advisory/Title I and ELAC Committee and school staff have the responsibility for monitoring progress and making needed revisions. 5) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching as needed. 	<ol style="list-style-type: none"> 1) Governing Board, Executive Director, Administrators / ongoing 2) Administrators and Teachers/ ongoing 3) Administrators and Teachers/ ongoing 4) Executive Director, Board, Administrators, Leadership Committee School Site Council and Standing Committee Members, Parent Advisory and ELAC Committee ongoing 5) Department Chairs, Teachers/ ongoing 	<ol style="list-style-type: none"> 1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost 	<ol style="list-style-type: none"> 1) N/A 2) N/A 3) N/A 4) N/A 5) N/A 	<ol style="list-style-type: none"> 1) N/A 2) N/A 3) N/A 4) N/A 5) N/A
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) Support for at risk students is provided by in class tutors (Instructional Aides) 2) Intervention Coordinator to identify and assist students at risk 3) Counseling Interns to assist and identify students at risk 	<ol style="list-style-type: none"> 1) Teachers and Instructional Aides 2) Intervention Coordinator 3) Administrator, Counseling Staff 	<ol style="list-style-type: none"> 1) Instructional Aides 2) Intervention Coordinator 3) No extra cost 	<p>180,000 102,000</p>	<p>LCFF Base LCFF Supplemental Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) GHCHS strategically groups general education and special education students together and provides a general education and special education instructor in a co-teaching environment for science and social studies to assist with reading skills	3) Co-teachers-Special Ed 3) Co-teachers-General Ed 3) Special Education Assistants	3) Co-teaching Professional Development		COP Selpa Grant
4) 21st Century Grant (AHA Program) to implement at-risk student support for tutoring, student engagement and other student support in a before-school and afterschool environment.	4) Administrators, AHA Staff	4) 21st Century YPI Grant (AHA Program)	250,000	21st Century Grant-YPI Grant (Grant Sunsets June 2018)
5) Targeted Literacy Skills class for students with reading Lexile levels below the 5th grade	5) Special Education Teachers	5) Achieve 3000	\$15,000-one time grant for 2016-17	COP Selpa STEP Grant

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>1) Administrative and Leadership Team will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards</p> <p>2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards</p> <p>3) Local evaluations, formative and summative assessments will stress mastery of standards based content</p> <p>4) All new teachers will be assigned to receive trained mentors from the Induction Program and additional support by the Department Chairperson and Instructional Advisor. The team helps mentor the teacher and focus the teacher on Teaching Standards.</p>	<p>1) Administrative Team that includes Administrators, Leadership Team, and Mentor Teachers/Ongoing PD and Workshops, etc.</p> <p>2) Administrative Team and Leadership Team/Ongoing</p> <p>3) Administrators, Leadership Team and Teachers/Ongoing</p> <p>4) Administrators, new teachers, Department Chairs, Instructional Advisors</p>	<p>1) In-house Training</p> <p>2) Part of Administrative duties</p> <p>3) No extra costs</p> <p>4) Included in Chair and Instructional Advisor stipend</p>		
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>1) GHCHS will purchase materials aligned with the common core standards (9-12). All textbooks and supplemental materials align with the State Standards.</p> <p>2) Teachers will regularly examine student work samples at department meetings to ensure that students are mastering grade level or content standards.</p> <p>3) Teacher lesson plans/course syllabus will make explicit reference to the standards being taught.</p> <p>4) GHCHS will adopt a research supported standards based lesson planning format with collateral assessments aligned to standards taught.</p> <p>3. Extended learning time:</p> <p>1) GHCHS offers 0 and 7th Period courses to students below grade level in mathematics</p>	<p>1) Administration, Department Chairs</p> <p>2) Teachers/ongoing</p> <p>3) Teachers/ongoing</p> <p>4) Teachers/ongoing</p> <p>1) Teachers ongoing</p>	<p>1) Math instructional materials</p> <p>3) No extra costs</p> <p>3) No extra costs</p> <p>4) No extra costs</p> <p>1) Salaries</p>	<p>part of prior expenditure</p>	<p>LCFF Supplemental Funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2) Lower quartile GHCHS students will enroll in courses during intersession and/or Summer School to insure they have extended learning time necessary to be successful in mathematics.</p> <p>3) Math Department faculty, Instructional Assistants and Tutors will offer after school tutoring and/or targeted tutoring workshop or seminar opportunities so students can get help after school in mathematics.</p>	<p>2) High school teachers</p> <p>3) Teachers, Instructional Assistants and Tutors</p>	<p>2) Salaries</p> <p>3) Staff Training Rate</p>	<p>N/A</p>	<p>21st Century Grant</p>
<p>4. Increased access to technology:</p> <p>1) Students are provided 1:1 Chromebook devices as well as access to computer and library tech labs, training software, etc.</p> <p>2) Students will have access to selected software to reinforce mathematical concepts, Khan Academy, etc.</p>	<p>1) teachers/ ongoing</p> <p>2) Classroom teachers/ ongoing</p>	<p>1) No cost</p> <p>2) No cost</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) All faculty and staff will have access to critical thinking and common core workshops both in-house and conferences and other training as available.</p> <p>2) New math teachers will receive support, materials and resources that focus on the use of standards based math materials and current instructional practices.</p> <p>3) All teachers will collaborate to update course outlines, align them to state standards and identify benchmark assignments and activities to assess success on each content standard.</p>	<p>1) Administrators, Faculty and Staff</p> <p>2) New Teachers</p> <p>3) Teachers</p>	<p>1) CCSS Professional Development</p> <p>2) New Teacher Support</p> <p>3) Ongoing weekly Professional Development</p>	<p>2) \$2,500/ teacher</p> <p>3)</p>	<p>1) LCFF Base Funds</p> <p>2) AB 466 funding</p> <p>3)</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) GHCHS Governing Board, School Site Council, Curriculum & Instruction Standing Committee, and Parent Advisory/Title 1 Committee will oversee GHCHS progress</p>	<p>1) Committee members/ monthly meetings</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2) GHCHS will send each parent his/her student's individual state assessment results, with an explanation of how to interpret them. Other student assessment information is available online to all parents through the Home Access Center.</p> <p>3) Counseling and teachers regularly communicate with parent/guardian regarding student progress and assessment results and meet as needed</p>	<p>2) Testing Coordinator, staff</p> <p>3) Counselors, Teachers, Parents/Guardians</p>	<p>2) School costs to mail test results</p> <p>3) eSchool Home Access Center</p>	<p>2) \$1000</p>	<p>2) LCAP</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1) GHCHS Summer Transition Academy provides diagnostic assessment for proper placement in math for incoming students.</p> <p>2) Faculty, Instructional Assistants and Tutors will offer after school tutoring and/or targeted tutoring workshop or seminar opportunities so students can get help after school in mathematics.</p> <p>3) Remedial and advanced summer school programs, senior boot camp and summer transition academy will be provided for students.</p>	<p>1) Summer Transition Staff</p> <p>2) School Faculty, Instructional Assistants, Tutors, AHA Staff</p> <p>3) Teaching and Support Staff</p>	<p>1) GHCHS staff, teachers and outside faculty.</p> <p>2) Teachers</p> <p>3) GHCHS staff, teachers and outside faculty.</p>	<p>1)</p>	<p>21st Century Grant</p>
<p>8. Monitoring program effectiveness:</p> <p>1) GHCHS board and administration will fully support the Public Schools Accountability Act.</p> <p>2) GHCHS will participate in all phases of the state's standards-based assessment system</p> <p>3) Test data and AYP results will be used to monitor programs and drive changes in instructional practice, when needed.</p>	<p>1) Board, Executive Director, Administrators /ongoing</p> <p>2) Administrators and Teachers/ ongoing</p> <p>3) Administrators and Teachers/ ongoing</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4) GHCHS will have a Single Plan for Student Achievement, and the Executive Director, Board, Department Chairs, School Site Council and Standing Committee have the responsibility for monitoring progress and making needed revisions.</p> <p>5) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>4) Executive Director, Board, Department Chairs, Administrators and Standing Committee Members/ ongoing</p> <p>5) Department Chairs, Teachers/ ongoing</p>	<p>No extra cost</p> <p>No extra cost</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Support for at risk students provided by in class tutors (Instructional Aides)</p> <p>2) Intervention Coordinator will identify students for specific assistance in math for referral and support provided in an after school environment</p> <p>3) GHCHS strategically groups general education and special education students together and provides a general education and special education instructor in a co-teaching environment for algebra I, algebra II and geometry.</p> <p>4) 21st Century Grant (AHA Program) to implement at-risk student support for tutoring, student engagement and other student support in a before-school and afterschool environment.</p> <p>5) Counseling Interns to assist and identify students at risk.</p>	<p>1) Instructional Advisors, Teachers and Instructional Aides</p> <p>2) Intervention Coordinator</p> <p>3) Co-teachers-Special Ed 3) Co-teachers-general education 3) Special Education Assistants</p> <p>4) Administrators, AHA Staff</p> <p>5) Administrators, Counseling Staff</p>	<p>1) Instructional Aides</p> <p>2) teacher salaries and benefits</p> <p>3) Co-teaching Professional Development Grant</p> <p>4) 21st Century YPI Grant (AHA Program)</p> <p>5) No extra cost</p>	<p>1) 180,000</p> <p>2) 102,000</p>	<p>LCFF Base</p> <p>LCFF Supplemental Funds</p> <p>COP Selpa Grant</p> <p>21st Century Grant</p>

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	<p>Under the Local Control Funding Formula the following is provided.</p> <p>1.a. GHCHS currently provides the basic instructional services to students identified as English Learners as described in the Single Plan for Student Achievement. As described, GHCHS provides:</p> <ul style="list-style-type: none">• Courses: GHCHS offers ESL 1-2, ESL 3-4 and uses SDAIE strategies in inclusive general education settings.• Comfortable learning environment: Teachers create a classroom setting that foster conditions in which English learners feel comfortable and are able to utilize their acquired skills. Students receive specific, constructive feedback from their teachers regarding the accuracy of their oral and written work and their progress toward mastery of conventional English.• Master Plan: GHCHS adheres to the tenets of the GHCHS Master Plan for English learners.• Learning standards: GHCHS will adhere to the State-adopted English Language Development learning standards for all English learners.• Teaching standards and strategies: GHCHS has developed performance rubrics that clearly delineate effective strategies to be used in the classrooms, e.g.• Read, write and use vocabulary in meaningful context• Frequent use of common nouns, verbs, adjectives, adverbs, common phrases, language patterns, and idiomatic expressions across all curricular areas• Consistent checks for understanding• Integrate themes with listening, comprehension and speaking skills.• Practice of extended word-analysis skills in connected text, age-appropriate and eventually grade-appropriate texts• Focus on high-level comprehension skills, critical thinking, writing and academic language• Use of students' experiences and prior knowledge• Maximum opportunities for students to initiate and participate in discussions on topics with an open-ended format• Gradual and timely progression from writing simple responses to independently composing letters and reports using all steps in the writing process and Standard English.• Standards-Based Instruction: Teachers in the ESL Department have developed standards-based core and benchmark assignments and assessments for all ESL courses. Teachers in other content areas use standards-based instruction and SDAIE strategies.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>b. Funds are used to meet annual measurable objectives as described in the Single Plan including:</p> <ul style="list-style-type: none"> • Support of a part-time EL Coordinator for supervision and support of EL students • Materials and resources: Teachers will utilize common core recommended instructional materials that are linguistically and conceptually challenging. GHCHS has previewed and will purchase collections of high-quality, high-interest reading and other curricular materials geared for English learners. Literature, resource materials and references written in English and Spanish are available in our school library media center, ESL classrooms and via online technology. • Use of subgrant funds • ELD classroom and supplemental materials <p>c. GHCHS follows the GHCHS Master Plan for English Learners.</p> <ul style="list-style-type: none"> • Accountability: GHCHS's English learners will meet the annual measurable achievement objectives in reading and mathematics as measured by State-wide assessment system. They will meet adequate yearly progress. GHCHS will annually measure the English proficiency of English learners using CELDT to assure that the students develop English proficiency while meeting State Academic standards and student achievement. • Monitoring: EL Coordinator, Counselors and Teachers regularly evaluate all program-related activities and student progress. In addition, EL teachers collaboratively assess the ongoing needs and desired outcomes of all English learners. Portfolios follow the students through ESL and on to the general education program. <p>d. Parental and community participation – GHCHS's Governing Board, C & I Committee, Leadership Committee, Parent Advisory/Title I Committee and English Language Advisory (ELAC) Committee have full decision making in the development and implementation of programs for English learners. In addition, GHCHS provides regularly scheduled parent meetings.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The effectiveness of our English Language Development Program will be measured by :</p> <ul style="list-style-type: none"> • Annual assessment using California English Language Development Test (CELDT). • Annual state standardized assessment and other available standardized assessments • Staff developed summative and formative assessments • Other measures as described in the Single Plan.
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p>	

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>a. Improving instruction and assessment of English learners:</p> <ul style="list-style-type: none"> • GHCHS teachers will continue to use Professional Development time to provide training to teachers in SDAIE methodology. Regularly scheduled professional development includes the California English Language Development standards and their relationship to the English Language Arts and various content standards, assessment-driven instruction, tutoring and reading and writing strategies, • Understanding and using curricula, assessment measures and instructional strategies: GHCHS will provide teacher assistance and review process through co-teaching, team teaching, peer observations and classroom observation by Department Chairs, Instructional Advisors, Mentors and supervision by Administrators. <p>b. Teachers are trained and receive ongoing professional development in review and implementation of English Language Development Standards, curriculum development and SDAIE strategies. Teachers work together with instructors in the English department to ensure that students are prepared for academic success. Use of standardized tests (CELDT, NWEA) and classroom grades are used to determine progress and proficiency.</p> <p>c. Current and ongoing professional development helps teachers instruct, assess, review and reteach as necessary. Peer reviews, co-teaching and built in reflective practices ensure optimal learning for both teachers and students.</p> <p>d. Ongoing professional development and a strong teacher retention rate help solidify best practices and carry out a program that has a proven student success rate.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: Funding for Professional Development of EL Coordinator to share best practices and cutting edge instructional techniques for support of EL Students with Faculty.</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	Check if Yes: X If yes, describe: English learners who are experiencing difficulties in acquiring English proficiency in a timely manner will receive before and after school tutoring, access to intersession credit recovery and other support as needed. The EL Coordinator and Intervention Coordinator closely monitors and supports student performance.
6. Develop and implement programs that are coordinated with other relevant programs and services.	Check if Yes: X If yes, describe: As a comprehensive high school GHCHS coordinates all school-based programs and school-linked services to assure integration of these programs and their effectiveness. Such services include current, existing at risk student support (SST) programs (Language Arts Team composed of the school nurse, counselors and the school psychologist to assist with social and emotional needs), EL Coordinator monitoring and support, onsite tutoring programs, AP classes and available grants.
7. Improve the English proficiency and academic achievement of LEP children.	Check if Yes: X If yes, describe: Teachers are provided with ongoing training on how to effectively deliver standards-based instruction in English Language Development and English Language Arts content simultaneously. The GHCHS counselors and College Office work with local community and state colleges to assist English Learners with graduation, matriculation, entrance requirements, financial aid, and AP classes. EL Coordinator collaborates on staff development.
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Check if Yes: X If yes, describe: See Part 1 and the Single Plan for Student Achievement Services. Parent outreach and training in support of LEP students is provided through ELAC, the Title I/Parent Advisory and the After Hours Activities Program.
9. Improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	Check if Yes: X If yes, describe: See Instructional Materials under the Single Plan. EL students have the same access to technology as all GHCHS students including classroom computer labs. EL parents can access student attendance and grades using the school eSchool Home Access Center website available through any internet-connected device.
10. Other activities consistent with Title III.	Check if Yes: X (However we no longer receive Title III funding and support is provided through the LCAP. If yes, describe: GHCHS will provide culturally-relevant field trips and activities to enhance standards-based instruction.

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>During enrollment (at the beginning of each school year or intermittently as parent enrolls their child), each parent will receive one-on-one intake conference with school coordinator and an orientation session with their classroom teacher. During these two sessions, the following information will be provided orally and in writing:</p> <ul style="list-style-type: none"> • The reasons for the identification of their child as English learner and in need of placement in a language instruction educational program (students identified by GHCHS using CELDT or those transferred to GHCHS and are identified by other schools). • The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; • How the program in which their child is, or will be participating will meet the educational strengths and needs of the child • The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools.
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	<p>Two times each year and more if needed, teachers and/or EL Coordinator meet with parents individually to discuss the following:</p> <ul style="list-style-type: none"> • The child's current level of English proficiency, how such level was assessed, and the current status of the student's academic achievement • How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; • In the case of a child with a disability, how such program meets the objectives of the individualized education plan of the child • How parents can help at home to enhance the language development and English acquisition of their children and themselves.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</p>	<p>On the day of the enrollment (at the beginning of each school year or intermittently as parent enrolls their child), each parent will receive one-on-one intake conference with school coordinator and an orientation with their classroom teacher. During these two sessions, the following information will be provided orally and in writing:</p> <ul style="list-style-type: none"> • the right that parents have to have their child immediately removed from such program upon their request; and • the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; • the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>EL coordinator and counselor advise and guide parent on selection of courses.</p>
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>Graduation requirements are explained to parents and coursework is mapped for graduation.</p>
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p>	<p>Re-designation criteria as established and adopted by the school is applied to student performance. Structure for RFEPs support is created Students have access to SDAIE instruction.</p>
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>EL needs are addressed in the IEP as Special needs accommodations supersede EL needs.</p>
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Please see (c)</p>

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

GHCHS does not currently receive Title III Funding. GHCHS will adhere to the requirement of timely notification. Notifications will be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents will be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs. If GHCHS fails to make progress on the annual measurable achievement objectives, we will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs (upon receiving results of state-wide assessment program).

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes:</p> <p>If yes, describe: GHCHS serves a minimal number of immigrant students. At this time, GHCHS does not apply for this fund due to our enrollment.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes:</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes:</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes:</p> <p>If yes, describe:</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes:</p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe:</p>

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	<ol style="list-style-type: none"> 1) Parents are notified of graduation requirements upon enrollment through a registration packet, summer mailing packet and scheduling conference. 2) Counselors meet with students to develop their individual education plan. 3) Letters are sent to parents by certified mail twice during the senior year concerning credits and progress toward graduation; conferences scheduled as needed. Letters are additionally sent to parents during junior year to inform on progress toward graduation.
Students Served	All Students
Timeline/ Person(s) Involved	<ol style="list-style-type: none"> 1) Administration, Counseling, College Office, parents, and students 2) School Counselors, Intervention Coordinator, College Office, students, parents/Annually and ongoing 3) administration, school counselors, college office, parents, students /as needed
Benchmarks/ Evaluation	<ol style="list-style-type: none"> 1) The school will raise its Cohort graduation rate from 94.8% in 2014-15 to 95.8% by 2020. 2) The school will increase its Cohort graduation rate by 0.2% annually. 3) The school will raise its Grads with UC/CSU required courses percentage from 71.3% in 2014-15 to 72.3% by 2020. 4) The school will increase its Grads with UC/CSU required courses rate by 0.2% annually.
Funding Source	LCFF
5.2 (Dropouts)	
Activities/Actions	<ol style="list-style-type: none"> 1) Teacher Training and Professional Development 2) 66 clubs and 25 interscholastic teams for females and males 3) School Counselors, Deans and Attendance Dean 4) School Attendance Plan 5) After Hours Activities-After School Programs 6) Summer School 7) Credit retrieval and Senior Boot Camp
Students Served	<ol style="list-style-type: none"> 1) All students 2) 75% of student body belongs to a club; 50% are in sports 3) Approximately 400-500 students are served daily in the after school program (AHA) with tutoring, homework help and enrichment classes to support student engagement
Timeline/ Person(s) Involved	<ol style="list-style-type: none"> 1) Teacher sponsors/ongoing 2) Counselors/ongoing 3) Club Sponsors/ongoing 4) Intervention Coordinator/ongoing as available 5) Foster Youth Counselor and Liaison/ongoing 6) EL Coordinator and Counselor/ongoing
Benchmarks/ Evaluation	<ol style="list-style-type: none"> 1) The cohort dropout rate will decrease from 2.2% to 1.5 % by 2020. 2) The dropout rate will decrease by 0.15% by 2020.
Funding Source	LCFF and Title II and 21st Century Grant (YPI - AHA-sunsets June 2018)

5.3 (Advanced Placement)

Activities/Actions	<ol style="list-style-type: none">1) Advanced Placement Night & IB Introduction2) College/Financial Aid Night3) College Counselor/UC Outreach Programs4) College Office Outreach and Peer College Counselors5) AP and SAT Prep Workshops6) Targeted tutoring, seminars and workshops7) Teacher Training and Professional Development
Students Served	1) All students including the "Unduplicated Population" (Low income, English Learners, Foster Youth) and low performing students
Timeline/ Person(s) Involved	<ol style="list-style-type: none">1) Teachers/ ongoing2) Counselors and Intervention Coordinator/ongoing3) College Counselors - IB Coordinator5) AHA Program and outside vendors fall and spring
Benchmarks/ Evaluation	<ol style="list-style-type: none">1) Percentage of students taking AP or IB classes will increase by 2% annually (benchmark=1,444 students took AP exams in 2015).2) 75% of all students will graduate having taken at least one AP or IB, articulated course, CSU, and/or Community College Class by 2020.
Funding Source	LCFF and Title II and 21st Century (AHA) Grant (Sunsets June 2018)

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

As an independent charter school, GHCHS will enroll students from outside its attendance boundaries if space permits. Currently, we are at enrollment capacity and the percentage of Free and Reduced Federal Lunch Program eligible students is at 52% of the total student population.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Identification of Free and Reduced Lunch Program eligible Students and Families is accomplished through application and through direct certification as well as by school application which is well advertised and solicited. Low performing students are additionally identified for support through standardized testing reports, grade reporting, teacher recommendation, study team and teacher recommendation.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>N/A</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Title I funding will be used to provide increased instructional support for lowest-performing students as follows:

Remedial assistance and support for students is provided through remedial summer school course offerings, online and in-seat remediation coursework, intersession and credit retrieval as well as staff and tutoring support.

Assessment and evaluation tools, and an SIS System with a pre-set "at risk" criteria aids the teachers, Intervention Coordinator and counselors in providing performance evaluation and follow up as outlined in the Intervention Plan.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

N/A

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

Students are identified based both on Free and Reduced Federal Lunch Program eligibility by application or direct certification as well through schoolwide student identification criteria schoolwide. All incoming students are assessed through the Summer Transition Academy utilizing a variety of measures such as the NWEA, CELDT (as applicable) and MDTP (mathematics assessment) which is then utilized for placement and identification of low scoring students. In addition, attendance and behavior records are also evaluated to determine those students most at risk of failing to meet state standards. All students who meet this criteria are tagged in the GHCHS SIS system at "At-Risk" to insure that teachers and other school staff can meet the needs of these students.

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

Remedial assistance and support for students is provided through remedial summer school course offerings, online and in-seat remediation coursework, intersession and credit retrieval as well as staff and tutoring support. Assessment and evaluation tools, and an SIS System with a pre-set "at risk" criteria aids the teachers, Intervention Coordinator and counselors in providing performance evaluation and follow up as outlined in the Intervention Plan. Identified students may selectively be placed in co-taught Algebra I, Algebra II, Geometry and Social Science classes, providing additional in-class assistance and structure. Professional development for all staff includes serving our low performing students and closing the achievement gap on a regular basis. Continuous outreach to parent, especially those of Title I and low achieving students takes place regularly through special email blasts, newsletters, social media and telephone communication. Parents are consistently encouraged to attend and participate in the Parent Advisory/Title I Meetings, informal Pan con Café/Koffee Klatch meeting and Parent education workshops.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

All students identified as At-Risk those eligible for Title I services through the Federal Free and Reduced Lunch Program and foster youth and homeless students are provided Title I services as needed. Priority is given to those students who are struggling academically, with 2 or more failing grades in core subject areas and GPAs 2.0 or lower and teacher recommendations. These At-Risk students are tagged in our student information system to insure that teachers, counselors and staff can provide consistent support. Extensive tutoring support is provided to all students. The Intervention Coordinator, counselors, teachers, Instructional Assistants and AHA Staff are all involved in the identification and support of struggling students.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Teachers and Counselors in collaboration with the Intervention Coordinator, the EL Coordinator and the AHA Program staff provides tutoring and enrichment for students before and after school. The SIS system has been organized to identify students At-Risk through a criteria that reviews course grades, behavior, language proficiency, GPA and other factors that can assist teachers and support staff to assure that additional support is provided to identified students.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The school has a designated Foster Youth and Homeless Liaison who provides services to meet the needs of our students.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A</p>

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

GHCHS is a public charter school as such all students who attend chose to attend. Supplemental Educational Services (SES) is no longer required. GHCHS provides before, during lunch and after school tutoring free to all students.

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>PI Notification letters/notification is no longer required. SES is no longer required.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Our After Hours Activities (AHA) Program provides free tutoring and instructional support before school, at lunch and after school as well as enrichment programs. Our intervention program targets students similarly to insure they are connecting with the resources provided.</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

With some fiscal flexibility, GHCHS will utilize its revenues to deploy its resources effectively by coordinating all federal, state, local and grant-funded programs. Programs funded via LEAP will be addressed as priorities using Granada's general fund and/or charter school block grant. GHCHS will carefully track the progress of each teacher toward meeting requirements to be "highly qualified." Classroom observation and performance review will also demonstrate areas of professional development needs for teachers and administrators. Participation in professional development activities will be documented in personnel files. Title II funding will be used to meet professional development activity costs. When full expended, Title I funds and Block Grant resources will be used to make up for any expenses not covered by Title II.

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

All GHCHS teachers and paraprofessionals (staff) are HQT.

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Parents are notified utilizing a variety of sources, media, social media, website, email, telephone and mail of the overview meetings and how to become involved in their child's education. Newsletter and outreach to parents take place approximately monthly.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

None of these programs are applicable to GHCHS. The school provides transition assistance to all incoming students beginning with our Summer Transition Academy as well as additional assistance for homeless and foster youth including assistance from a Foster Youth Liaison. Students with disabilities have extensive support provided upon entry as well as counselor, case worker and a transition counselor. English Learners are provided with additional language services within the Summer Transition Academy, assessment and other support provided by the EL Program, EL instructional staff, EL assistants and the EL Coordinator and Counselor.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Part III Assurances and Attachments

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)


Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Brian S. Bauer

27 February 2017



Printed or typed name of Superintendent

Date

Signature of Superintendent

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	1072	1084	1051	1066	1047	1066	98.0	98.0
All Grades	1072	1084	1051	1066	1047	1066	98.0	98.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2659.6	40	48	35	32	16	13	8	7
All Grades	N/A	N/A	40	48	35	32	16	13	8	7

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	45	44	45	46	10	10	
All Grades	45	44	45	46	10	10	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	50	62	40	30	10	8
All Grades	50	62	40	30	10	8

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	28	32	61	59	11	9
All Grades	28	32	61	59	11	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	61	38	33	7	6
All Grades	55	61	38	33	7	6

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	1072	1084	1051	1066	1044	1066	98.0	
All Grades	1072	1084	1051	1066	1044	1066	98.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2647.7	28	30	30	29	25	24	16	17
All Grades	N/A	N/A	28	30	30	29	25	24	16	17

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	40	44	36	34	23	22
All Grades	40	44	36	34	23	22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	34	49	51	15	15
All Grades	37	34	49	51	15	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	32	34	54	53	14	13
All Grades	32	34	54	53	14	13

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	23	16	7	32	37	23	23	26	60	23	21	10			
10	26	16	13	39	47	38	26	21	42	3	11	8	6	5	
11	32	36	10	32	31	55	28	26	16		8	16	8		3
12	31	22	17	38	44	31	23	17	41	3	14	7	5	3	3
Total	28	23	11	36	40	37	25	22	39	6	12	11	5	2	2

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	35	34	25	33	34	15	12	17	38	12	14	10	8		13
10	25	22	12	36	39	29	25	20	41	5	10	9	9	8	9
11	28	45	22	25	27	43	31	20	18	3	6	12	13	2	6
12	34	24	13	36	44	34	23	15	34	2	12	8	5	5	11
Total	31	32	19	33	36	29	22	18	32	6	10	10	8	4	10