

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Granada Hills Charter

CDS code:

19 64733 1933746

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Granada Hills Charter is using the following strategies to supplement and increase services to socioeconomically disadvantaged, English Learners, Hispanic, African American and Students with Disabilities in order to see an increase in student performance on the CAASP in English and Math, graduation rate as well as having more students "prepared" on the College and Career Indicator (CCI). Additionally, there is a targeted focus on decreasing suspensions and addressing school climate issues through social/emotional support programs. GHC recognizes the existing gaps between EL students and Students with Disabilities and their counterparts. The early intervention for these identified subgroups is critical to their academic success and GHC continues to refine the implementation of the whole school intervention program which began in 2017-18 by enhancing existing programs.

Strategies to supplement and enhance local priorities or initiatives funded with state funds:

- Summer School Program (Title I):** Students take remedial or "Catch-Up" courses which provide opportunities to stay on track for graduation as well as receive additional help in a smaller class setting with Instructional Aides.
- Academic Intervention Program (Title I):** Intervention Coordinator develops and implements whole school intervention systems which are designed to capture and intervene at specific tiers (Intensive, Targeted, and a Universal System of Support for all students).
- Increase Counseling Staff Ratio (Title I):** GHC is committed to reducing the Counseling:Student Ratio in order to provide more opportunities for counselors to meet with students for academic counseling as well as social/emotional support.
- **Career Technical Education Program Support (Title I):** Instructional Aides in our Culinary Arts (Hospitality, Tourism and Recreation Sector), Automotive (Transportation Sector) and Engineering (Engineering and Architecture Sector) where additional expertise and facilitation helps guide our students toward proficiency.
- Additional Days - Teacher Professional Development Title II & Title IV):** Teacher Professional Learning Days (PLD) are offered to all certificated staff. These PLD days are developed based on subgroup data aligned with the state priorities where gaps have been identified. Professional development is also provided

for certificated staff throughout the year where there are opportunities to refine instructional practice, assessment and curricular choice.

School Administration (Title I, II, IV): Granada Hills Charter follows the annual charter school indirect rate (ICR) is approved by the CDE.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

GHC offers a robust summer school opportunity for students to recover credits in order to graduate and meet the A-G requirement with a “C” or better. Those courses include: P.E., Biology, Chemistry, Physics, Algebra I, Geometry, Algebra II, English 9-11, World History, US History, Psychology, Extended School Year (ESY) as well as a Senior Boot Camp for students currently in grade 12 needing to meet the graduation requirement. The opportunities for students to recover credits happens during the entire school year with more offerings available in the summer.

Increased services to all identified struggling students based on academic proficiency and social emotional needs is provided throughout the year through individual meetings with the students, professional development for teachers and staff on differentiation and wellness. Students have access to counseling with a Counseling:Student ratio that is more favorable.

Both campuses house a Wellness Center / Student Resource Center that is staff by school social workers and support personnel to assist students with mental health and social-emotional issues within the school day. The centers provide additional informational sessions to both campuses in the form of workshops, presentations, and literature to students, families, and faculty

Students have more support provided by industry specific professionals within the Career Technical Education Pathways of Engineering, Automotive and Culinary through the placement of instructional aides in those classes.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annual Oversight with the Los Angeles Unified School District confirms that Granada Hills Charter, based on district comparability reports, has met all highly qualified teacher requirements.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Granada Hills Charter promotes parent, family, and community engagement in the education of Title I students:

GHC offers annual parent workshop series to parents at both campuses – Devonshire and Zelzah. Three workshops in the fall and three workshops in the spring covering a variety of topics including – college access and application process, supporting students' social-emotional well-being, and addressing issues of character and making healthy and safe choices. All workshops have a translator and parents are encouraged to provide feedback and suggestions through a survey after each session. GHC is targeted with parent outreach and the needs of the different groups on campus. We strive to design presentations and programs that will benefit families in multiple areas. While we have strategic opportunities for intervention, we also provide workshops in activities and athletics

around college and recruitment. Additionally, GHC refined the website to engage parents with their own portal which is more user friendly and tailored to the needs of the families based on survey data and feedback.

Through our DECA (Distributive Education Clubs of America) Group on campus, students reach out to members of the community in order to enhance curricular opportunities in business. The collaboration with California State University, Northridge, we are able to provide opportunities for students and members of the community to make connections around student projects, goals and future collaborations that benefit the school and local community. Finally, through Canvas Learning Management System, our student information system (Home Access Center), and an updated and comprehensive website, students and parents have timely access to performance in all classes, all school policies and school related materials.

Additional information and communications are provided through weekly newsletters, specific to each campus, bi-weekly Possip surveys to parents, and a yearly School Climate Survey administered to students, families, faculty, and staff.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC has board approved criteria which was consulted and conferred through the School Site Council:

- Not meeting the standard on the Grade 8 or Grade 11 ELA and/or Math Tests
- Earned at least one D or F on the last reporting period
- Has IEP and/or 504 (Students with a Disability)
- English Learner
- LCFF Unduplicated Student

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC provides transportation (metro pass) for Homeless Youth. GHC also provides assistance with the registration and enrollment process as well as materials (backpack, pencils, notebooks, etc.) and clothing for identified students. Collaboration and communication are transparent between the enrollment office and the Counseling Office when a student is enrolled, providing immediate support for the student. The Nurses' Office and bathrooms have health and hygiene products.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Granada Hills Charter conducts a High School Freshman Summer Transition Academy (STA). It is a requirement for all entering grade 9 students. All incoming 9th graders are fully supported and prepared for their high school experience during a four hour – three-week program that provides English and Mathematics classes with a focus on organization skills, grade level reading, writing, critical thinking, and math computational and conceptual skills. Students complete diagnostic assessments which are combined with previous course grades, tests scores and teacher recommendations in order to ensure proper placement in English and Math for grade 9.

The College and Career Office at GHC is timely with workshops on choosing the right college for the student, college fairs, resume writing, scholarships and how to pay for college, field trips to colleges. Throughout a student's academic journey at GHC, the College and Career Office provides personalized conversations in order to determine desired path. The counselors will make recommendations on dual enrollment, paid and unpaid internships and volunteer opportunities around the students' interests.

The TK-8 program conducts a 6th Grade Orientation for all enrolled and incoming 6th Grade students. The programs include school tour, overview of school rules, icebreakers, reviewing the handbooks/student agendas, Chromebook distribution and Chromebook maintenance, physical education orientation, basic assessments for English and Math, introduction to Internationale Baccalaureate (IB), and reviewing the differences between elementary and middle grades.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional federal funds are supporting 1:1 Chromebook program at GHC and, the International Baccalaureate (IB) Program, Advanced Placement Capstone Program or the fully funded and staffed library.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Support interventions with counselors, deans, school police and probation work together to help students find success. GHC serves students who are on informal probation and formal probation. Internal and external assessments provide information around proficiency and target areas of need. With the collaboration of offices, students are counseled and placed in appropriate courses in order to successfully graduate.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Granada Hills Charter's authorizer, the Los Angeles Unified School District, will provide information from the Indian Education Office and will let the school know which students they have identified and our liaison will disseminate the information to all appropriate school personnel.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC is a single LEA. All students enrolled in the school have access to career and college ready coursework and pathways. All students have access to dual enrollment opportunities, credit recovery options throughout the school year as well as summer school and seven Career Technical Education pathways which include a variety of industry certifications.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC utilizes an intake team approach to help students transition from placement agencies to school. The team consists of a dean, nurse, academic counselor, wellness counselor, resource specialist/SpEd, and administrator. The team will communicate regarding transitioning students entering from either juvenile hall or juvenile camp to GHC. In the event the academic transcripts from both juvenile hall or juvenile camp have not accompanied the youth, the youth's assigned academic counselor will coordinate with the intake team for printed transcript via Los Angeles County Office of Education (EPS) systems.

The intake team will develop an academic case plan with the assigned transitioning youth to include the following goals: IEP (Individualized Educational Plan), COP (Conditions of Probation) relevant to the student's court ordered academic performance and school behavior, and CBO (Community-Based Organization) to support the student's educational plan.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a

description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students transitioning from juvenile hall or juvenile camp may have an Individualized Educational Plan, substance abuse issues, need for social/emotional support. The intake team will collaborate with the Coordination of Services Team and other school personnel in order to provide the support needed for the students to integrate into the school community and successfully complete their courses. Appropriate members of the intake team will attend IEP support meetings or intervene during school matters either pertaining to the student's behavior or reinforcement of academic goals.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC provides nutrition services for all students in need. Students needing parenting and child development classes are seen by the counselor and provided opportunities to take essential coursework and engage in support groups. Students and school personnel coordinate with the school health office for reproductive and prenatal care aligned with current privacy laws. All students needing outside counseling services are referred to approved providers for mental health resources.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students enrolled in GHC have access to career and college ready coursework and pathways. All students have access to dual enrollment courses, credit recovery courses throughout the school year including summer school. All students have access to seven Career Technical Education pathways with industry certifications and access to internships and placement through our College and Career Office.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC Attendance Deans consistently monitor attendance of students identified as at-risk. The Attendance Dean liaisons with the school's social worker, counselors and officers in order to make targeted home visits and facilitate conversations with students, parent and school personnel (on campus and off campus) in order to create plans for the identified as at-risk to stay in school, engage in the community and successfully complete coursework toward a diploma. School personnel will conduct evening meeting, make phone calls as well as home visits to encourage students to continue to positively engage in the school community. The COST team will also be involved to identify additional supports for students.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single site independent charter, GHC will coordinate with its authorizer, LAUSD, Los Angeles County of Education in order to provide complete services for students identified as at-risk enrolled at GHC.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC's intake team will collaborate with necessary school personnel in order to meet the needs of the assigned students. The intake team in collaboration with the student's probation officer is required to meet with the students twice a month formally, but conducts frequent informal meetings with the students and parents to address academics, surrounding factors of the probation, engagement in the community and community service, counseling needs and attendance.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The appropriate members of the intake team in collaboration with the Special Programs department will develop a case plan which incorporates the student's Individualized Educational Plan. The appropriate members of the intake team will attend IEP meetings and support meetings with case carrier and other school personnel in order to ensure student is meeting targeted academic and behavior goals defined in plan

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC serves all learners. In addition to the comprehensive school program offered, GHC offers a non traditional program through a robust independent study option. If a student is unsuccessful in the traditional program, the student will have an opportunity to remain enrolled in the school through the independent study program. If the non traditional program at the school is not meeting the student's needs, the counselors, intervention coordinator, intake team, and deans will meet with the student and family looking for alternative options. GHC support staff works with other educational organizations to ensure a smooth transition when a placement change occurs.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC provides professional growth through Professional Learning Days (PLD) prior to the start of the year and during the year which focus on areas of growth for our students. Targeted training and refinement are centered in three areas: 1) Intervention – three tiered intervention schoolwide intervention program for monitoring and evaluating students through performance data – grade reporting, NWEA, common assessments; 2) School Climate: alternative discipline, the

implementation of a Coordination of Services Team (COST), fostering community for all stakeholders;
3) Curriculum and Instruction: Professional development that focuses on differentiation, standards-based grading, lesson design with targeted outcomes, common assessments in all disciplines which focus on the identified claims in ELA and Math as well as identified subgroups.

GHC has a leadership structure designed to mentor and support selected leaders in each discipline. The roles of the leaders are centered on curriculum/instruction and classroom support for all teachers. The executive leadership team meets weekly in order to assess needs of the leadership team and specific training for facilitating reflective conversations with colleagues around instruction which are focused on the LCAP goals. The Leadership Team is responsible for the implementation of systems which monitor student growth and success, looking at data as a team in their departments, identifying areas of need and focus, and implementing intervention in order to meet those needs.

The leadership structure at GHC is designed to provide multiple opportunities for teachers to take on a leadership role in an area of the teacher's strength which allows for a demonstration of efficacy as well as offering a supportive environment to grow professionally.

GHC also provides on site and induction support for our new teachers. In collaboration with UCLA as well as the William S. Hart District, a new teacher is provided with a mentor teacher on site and collaborates with the outside provider in order to consistently reflect on practice and engage the new teacher in his/her own professional growth.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers with additional areas of focus (EL Coordinator, Intervention Coordinator, Special Education Coordinator) use performance data – internal and external – in order to determine needs especially in ELA and math. Students are provided with an intervention plan which is monitored by a counselor, offered tutoring during the instructional day and after school, offered additional course(s). Support is aligned with the tiered intervention system.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC will use internal and external assessment data as indicated in the Local Control Accountability Plan measurable outcomes to monitor student performance and success which is aligned to school goals. Through consistent stakeholder feedback (surveys, face to face meetings with families,

workshops and informational sessions), GHC continually assesses progress toward school goal benchmarks and implements interventions where data indicates is needed.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC does not receive Title III funds. However, the EL Coordinator provides multiple professional development sessions throughout the school year to all departments as well as Leadership on the following: ELD Proficiency Level Continuum, Lesson planning, Differentiated Instruction, Assessment. Faculty receives professional development around integrated and designated ELD, the dual objectives of the English Learner – Content objectives and Language Objectives.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC does not receive Title III funds. A GHC student identified as an immigrant youth receives an educational schedule with embedded language support which is offered throughout the instructional day as well as after school tutoring and support groups. Instructional Aides provide language and content support in targeted classrooms with identified students as well.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC does not receive Title III funds. All English Learner students are monitored and provided class schedules and courses which meet their individual proficiency needs. GHC offers sheltered courses, ESL and Advanced ELD courses in order to address the varying levels of all students enrolled.

Internal and external assessments are used to monitor growth and identify additional areas for intervention.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

GHC does not receive Title III funds. However, GHC meets this requirement as indicated through the EL Master Plan: Please see the link below.

<https://4.files.edl.io/4f0a/06/19/19/180700-1b823f24-8b7d-46a0-9879-e98627dcb7b3.pdf>

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title IV funds GHC receives is transferred to Title II.

