School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2019-2020 LCAP Year

This chart shows the total general purpose revenue HIGH TECH ELEMENTARY expects to receive in the coming year from all sources.

The total revenue projected for HIGH TECH ELEMENTARY is $4,396,040.00, of which $3,424,017.00 is Local Control Funding Formula (LCFF), $600,402.00 is other state funds, $207,995.00 is local funds, and $163,626.00 is federal funds. Of the $3,424,017.00 in LCFF Funds, $367,775.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
This chart provides a quick summary of how much HIGH TECH ELEMENTARY plans to spend for 2019-2020 and shows how much of the total is tied to planned actions and services in the LCAP.

HIGH TECH ELEMENTARY plans to spend $4,396,040.00 for the 2019-2020 school year. Of that amount, $3,791,792.00 is tied to actions/services in the LCAP and $604,248.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

HTH uses these funds to provide additional services for focus group students to help HTH realize LCAP goals. Once LCFF supplemental funds have been exhausted, school directors reflect on the strategic roadmap provided by the HTH LCAP goals. The directors identify additional funding opportunities to provide additional services to focus targeted students including socioeconomically disadvantaged, English learners, and foster youth with the goal of realizing growth on HTH LCAP goals.

### Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, HIGH TECH ELEMENTARY is projecting it will receive $367,775.00 based on the enrollment of foster youth, English learner, and low-income students. HIGH TECH ELEMENTARY must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, HIGH TECH ELEMENTARY plans to spend $367,775.00 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-2019

This chart compares what HIGH TECH ELEMENTARY budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what HIGH TECH ELEMENTARY estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, HIGH TECH ELEMENTARY’s LCAP budgeted $303,207.00 for planned actions to increase or improve services for high needs students. HIGH TECH ELEMENTARY estimates that it will actually spend $303,207.00 for actions to increase or improve services for high needs students in 2018-2019.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: High Tech Elementary
Contact Name and Title: Robin Rubenstein, Director
Email and Phone: rrubenstein@hightechhigh.org (619) 564-6700

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

High Tech High (HTH) was founded in 2000 as a single high school focused on bringing together a socio-economically diverse group of learners who succeed in high school and postsecondary education. In seeking to disrupt the norm of increasingly socio-economically segregated schools across California, High Tech High seeks to realize equitable outcomes for all students. Each HTH school is intentionally integrated and diverse across a range of ethnicities, identities, social class backgrounds, and life experience.

Since opening, HTH has expanded to become a network of fourteen charter schools serving approximately 5,200 students in grades K-12 across four campuses in San Diego county. Next year, HTH will open an additional elementary and middle school at the Mesa campus in San Diego. During the current school year, HTe served 424 students. HTe is located in San Diego.

One of the four HTH design principles is a focus on equity. To achieve this goal, HTH utilizes a zip code based lottery system to ensure that all HTH schools are reflective of the community demographics of the region surrounding its campuses, and serve a significant percentage of low-income students. Moreover, HTH intentionally concentrates its recruitment efforts on low-income communities where college matriculation has traditionally been low. According to the California Dashboard, 53.3% of HTe students were socioeconomically disadvantaged. English Learners represented 15.3% of the HTe program while homeless youth were 0% of the student population.

All HTH schools, whether at the elementary, middle or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship. In this context, the primary goals are: To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.
To prepare students for postsecondary education and for leadership in a high-technology society by integrating technical and academic education in schools. To increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.

With its design principles, common mission and goals in mind, HTH creates socially integrated, non-tracked learning environments. HTH students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in kindergarten and extending through grade twelve.

HTH students are encouraged to think of themselves as inquisitive, resilient and lifelong learners, and to develop a sense of belongingness in academic and real world settings. From the early years on forward, university is part of the discourse at our schools, where faculty and students demystify, and discuss college as an accessible, viable goal. HTH teachers create and direct diverse, innovative curricula to pursue rigorous, in depth learning, with personalized, and project based learning (PBL) practices. The program is rigorous, providing the foundation for entry and success at the University of California (UC) and elsewhere. Assessment is performance based; students of all ages regularly present their learning to their peers, family and community at large. The learning environment extends beyond the classroom; students conduct field work and original research, partner with local universities and community agencies on projects and initiatives, and complete academic internships with local businesses, governmental agencies or nonprofits.

**LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

HTe is acutely focused on providing quality and innovative services to socioeconomically disadvantaged students, English learners, and foster youth during the full K-12 trajectory that provide access to college and eventually opportunities to work in STEM fields.

HTH seeks to to provide a clearer vision to stakeholders of common initiatives to improve the K-12 pathway at HTH. Towards this goal, HTH has developed an LCAP infographic (https://www.hightechhigh.org/lcap/) that clearly articulates LCAP goals and related measures in an interactive package for stakeholders. This infographic incorporates a feedback mechanism whereby stakeholders can weigh in on current LCAP goals and measures to help HTH make subsequent changes to future LCAPs based on these responses. Early feedback from stakeholders indicates that the LCAP infographic is leading to an increase in familiarity with HTH LCAP goals. Survey results indicate that only 18% of stakeholders were familiar or very familiar with HTH LCAP goals prior to looking at the LCAP infographic. In contrast, after viewing the HTH LCAP infographic 77% of stakeholders were familiar or very familiar with HTH LCAP goals.

The six HTe LCAP goals below have been informed by insights from families, staff, students, data, and educational research with the intention of improving practices and services to support the academic and social-emotional growth of all students. The identified need sections as well as the increased or improved services section reference relevant academic research that supports the theory of action justifying the particular mix of actions and services.

HTH goals (CA statewide priorities)
1) Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection. (2,3,5,7,8)

2) Improve Student-Centered Instruction: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together. (2,4,5,7)

3) Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy. (5,6)

4) Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support. (4,5,6)

5) Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college. (4,7)

6) Maintain Inspiring Learning Environments (1)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Nurture a Culture of Belonging and Increase Support for Struggling Students to Reduce the Suspension rate

HTe has identified reducing the suspension rate as an important goal. The LCFF evaluation rubric is currently green with a 1.2% suspension rate. This rate represents a 6.2% decrease from the prior year. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices at HTe schools. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, receive academic support, and experience continuity.

HTH seeks to further reduce the suspension rate at HTH schools by deepening restorative practices as described by LCAP goal three. In addition, an improved process to support struggling students as described in LCAP goal four represents a proactive way to address challenging behaviors before they escalate and require a disciplinary response.

Chronic Absenteeism

According to the California dashboard, HTe schools rank as a green for chronic absenteeism with a rate of 3.5% as compared to a state average of 10%. HTe continues to refine the following actions/services to further reduce the rate of chronic absenteeism:

1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.
2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.
3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.
4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared. An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges.

College Access
HTH schools are acutely focused on increasing the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. Reflecting progress towards this goal, 96% of HTH students were prepared for college and career according to the California Dashboard. All subgroups including socioeconomically disadvantaged students achieved a blue rating on this college and career metric. These positive results reflect that 99% of HTH students are A-G eligible, meet or exceed standard scores on the CAASP assessment, have access to college coursework while in high school, and in many cases completes a CDE pathway.

In addition, HTH schools have been focused on providing additional supports to graduated seniors over the summer to ensure a successful post secondary transition. Over the last five years, more than 95% of HTH seniors have reported intentions to enroll in college in the fall. However, in analyzing college persistence data provided by the College Clearinghouse, HTH identified a gap in reported enrollment intentions and verified enrollment data. This phenomenon of summer melt, where high school seniors report college enrollment intentions but fail to actually enroll, is a nationwide challenge. In several studies cited by Benjamin Castleman and Lindsay Page, the rate of summer melt was between 20 and 40% at a diverse group of three districts across the country. Perhaps most concerning was their finding that summer melt disproportionately impacts low income students: “Across these three sites, the melt rate for lower-income college intending students was two to five times as great as for their more affluent peers”. In response, HTH has funded a summer melt coordinator at each high school who supports graduated seniors in transitioning to college over the summer. Initial results suggest a decrease in the rate of summer melt for the 2018 graduating class below 10%.

Building Capacity and Data Infrastructure to Support Continuous Improvement
HTH continues to develop continuous improvement capacity among staff members and build the data infrastructure to support this work. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE) HTe staff members participated in college access, math, literacy, restorative practices, and project based learning networked improvement communities (NIC).

Each of these communities met for at least three full days during the current 18/19 school year. Participants used a continuous improvement methodology to get better at supporting college access, improving numeracy and literacy instruction, deepening restorative practices, and improving student projects. An additional two networks are philanthropically funded and include schools outside the HTH network. For example, the math improvement community (MAIC) is funded by Jobs for the Future (JFF) and includes staff from eleven non HTH schools. Finally, the college access improvement community (CARPE) is funded by the Gates Foundation and includes staff from ten non HTH schools. For the 19/20 school year, HTH plans to continue having HTe staff participate in these improvement communities during at least three professional development days. Feedback from staff participating in the networks during the 18/19 school year reveals that participants believe
this PD helped them improve their practice. 87% of staff agreed or strongly agreed with the statement that the things I learned today (during the last PD day) are going to help me improve my practice.

In addition, new HTH teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. To date, 57 teachers have participated in the induction program. With the support of a School Improvement Coach, teachers have worked in groups on topics such as supporting early literacy, co-teaching, and ensuring quality group-work. In addition six of our schools have received direct professional development from CREI in using Continuous Improvement as a framework to support literacy, numeracy, emerging bilinguals, struggling students and other areas of focus. Nearly 45% of HTH staff has been engaged actively in an improvement project and nearly 90% has been engaged on some level over the last three years.

A key element of Continuous Improvement work is the consistent use of learning cycles. HTe schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTe LCAP that is updated in near real-time. This data dashboard provides HTe school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CGI Math Instruction
While the HTe dashboard showed that math scores slightly decreased last year and the LCFF evaluation rubric for math is currently at orange. HTe also recognizes it could improve performance for specific subgroups including Hispanic students, socioeconomically disadvantaged students and English learners. As a result, HTH continue to focus on math instruction by further implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem-solving abilities. CGI lessons use a “launch, explore, discuss” lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

HTe math teachers have received professional development through participation in a math improvement community (MAIC). Additional PD and ongoing coaching has been provided by Dr. Debra Fuentes, and Dr. Stephanie Smith. Finally, math teachers have participated in several rounds of lesson study where they observe math instruction and participate in structured dialogue about specific practices. This practice allows math teachers to support one another in their pedagogical
development while building a collegial culture where teachers work together to solve shared problems of math practice.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

**Literacy**
While the HTe dashboard showed that English Language Arts scores increased last year and the LCFF evaluation rubric for English Language Arts is currently at yellow, HTe believes literacy achievement could improve further for specific subgroups including socioeconomically disadvantaged students and Hispanic students. As a result, HTH has increased focus on literacy instruction by providing additional professional development opportunities. Over the last three years, elementary school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Fundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High.

This school year, HTe teachers participated in a literacy improvement community during three PD days. Teachers in the network have been testing ten high leverage literacy practices. As part of learning cycles, teachers have participated in lesson study. These lesson studies ground teacher dialogue in specific literacy practices they have observed. In addition, in connection with LCAP goal number 4, Increase Support for Struggling Students, HTH middle and high schools will continue to use Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students far below grade level. Students using the intervention improved on average .51 grade levels by Winter this year.

Mid-year Fountas and Pinnell Assessment data for the current 18/19 school year shows an increase in the percentage of students reading at grade level at the elementary schools.

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**
Identify the schools within the LEA that have been identified for CSI.

N/A
Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Baseline</td>
<td>98%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>18-19</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator
Youth Truth Family Survey National Percentile Ranking: "I would recommend my school to parents seeking a school for their child."

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td>Youth Truth Family Survey National Percentile Ranking: &quot;I understand my school's goals.&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Baseline</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>83%</td>
</tr>
</tbody>
</table>

### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to host biannual exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year.</td>
<td>Hosted biannual exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year.</td>
<td>N/A 0</td>
<td>0</td>
</tr>
</tbody>
</table>
Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
Exhibitions of learning, student led conferences, and presentations of learning continue to be a key way in which students share their learning and invite families to engage in dialogue about what their child is learning. Two exhibitions and SLCs are scheduled a year in advance and shared with families. Experts and community members invited to these events and two or three off site including at SD Safari Park.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Effective at student led conferences students are sharing project work and literacy / math growth. They state goals moving forward for families and teachers. Exhibitions provide an authentic audience and purpose for their work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Incorporate more opportunities to look at student work as part of professional development.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

| State Priorities: Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Status (CA Dashboard)</td>
<td>18-19 68%</td>
<td>86% Percentage of EL students either moderately or well developed on ELPAC assessment</td>
</tr>
<tr>
<td>Baseline 67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF Rubric ELA (K-8) indicator</td>
<td>18-19 Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Baseline Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pending</td>
</tr>
</tbody>
</table>
### Fountas & Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

### LCFF Rubric math indicator

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>Green</td>
<td>Orange</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Green</td>
<td></td>
</tr>
</tbody>
</table>

### CGI Math Assessment

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Pending</td>
<td></td>
</tr>
</tbody>
</table>

### % of HTH science faculty exposed to at least one NGSS professional development opportunity

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>77%</td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide an instructional coach to improve literacy instruction at HTe.

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTe.</td>
<td>Provided professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTe.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process.</td>
<td>HTe had an EL coordinator. LLI reading intervention that includes vocabulary instruction.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Supplemental 0900 90,000

0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration 90,000
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
<thead>
<tr>
<th>Professional development was focused on literacy and numeracy instruction particularly through participation in the network days. In addition, HTe devoted additional PD time to this work. Two instructional coaches supported literacy and math instruction. EL coordinator has been working on testing and reclassification.</th>
</tr>
</thead>
</table>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<table>
<thead>
<tr>
<th>Somewhat effective - projects have seen an increase in literacy and mathematical alignment to the CCSS. HTe is awaiting summative assessments results for the 18/19 school year to evaluate the effectiveness of this actions.</th>
</tr>
</thead>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>None</th>
</tr>
</thead>
</table>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<table>
<thead>
<tr>
<th>Continue with these efforts.</th>
</tr>
</thead>
</table>
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

**Goal 3**

Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rate of chronic absenteeism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>4.5%</td>
<td>YTD 5.6%</td>
</tr>
<tr>
<td>Baseline</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Rate of chronic absenteeism SED students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>6.6%</td>
<td>YTD 8.2%</td>
</tr>
<tr>
<td>Baseline</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td><strong>P2 Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>96%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>
## Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement restorative practices, and support the development and maintenance of a happy, healthy, student community.</td>
<td>Implemented restorative practices, and support the development and maintenance of a happy, healthy, student community</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 2
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices</td>
<td>Provided ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
<td>EI Day Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation</td>
<td>Developed a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
<thead>
<tr>
<th><strong>Dean provided SEL support to students and connected them with appropriate services. This helped to create a culture where students reported discipline as fair. The dean worked with students to engage in restorative work with students families. All staff has been trained in positive discipline.</strong></th>
</tr>
</thead>
</table>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<table>
<thead>
<tr>
<th><strong>Effective as seen by a decrease in the suspension rate</strong></th>
</tr>
</thead>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th><strong>None</strong></th>
</tr>
</thead>
</table>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<table>
<thead>
<tr>
<th><strong>None</strong></th>
</tr>
</thead>
</table>
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Plan B / ALSUP meetings taking place across HTH schools</td>
<td>18-19 Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Baseline</td>
<td>Pending</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving Fundations or LLI reading intervention</td>
<td>18-19 Pending</td>
<td>30 YTD</td>
</tr>
<tr>
<td>Baseline</td>
<td>Pending</td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having behavioral challenges that are affecting their learning.</td>
<td>Provided training and professional development for MTSS and Positive Discipline site leaders to work with students identified as having behavioral challenges that are affecting their learning.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic coaches and apprentice teachers provide additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions.</td>
<td>Academic coaches and apprentice teachers provided additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions.</td>
<td>Supplemental 0900 213,217</td>
<td>0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration 213217</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>Worked with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

| HTe continued to provide targeted interventions to struggling students through academic coaches, apprentice teachers, the chronic absenteeism intervention, and EL coordinator. For example, academic coaches and coach doing literacy interventions. Bimonthly PD focused on how to support struggling students. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

| Effective-struggling students are receiving supports and teachers are aware of specific students in need of specific interventions. |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None anticipated
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of HTH students reporting enrolling in college</td>
<td>96.8%</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Changes</th>
<th>LCAP References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 6**

**Maintain Basic Services**

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of credentialed teachers</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of teachers with access to a budget to purchase instructional materials</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of maintenance requests filled within a week</td>
<td>76%</td>
<td>Pending</td>
</tr>
</tbody>
</table>
Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>LCFF Base 1000 3,343,177</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 3,343,177</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

HTe provided students with access to high quality credentialed teachers. Teachers had access to appropriate school supplies. Facilities were well maintained and served as inspiring learning space

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes anticipated
Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

HTe engages with stakeholders through family meetings, student and family surveys, and staff professional development each school year. The HTe Winter family LCAP meeting took place on February 21st. At this meeting, K-12 families discussed LCAP goals and the school budget. Parents were invited to share their reactions to LCAPs goals. To facilitate participation of all families, the presentation were translated into Spanish. An additional LCAP family meeting is scheduled for June 13th.

Additional input was gathered from various stakeholders including parents, students, and staff during multiple meetings with the HTe school director. LCAP data was gathered often and was discussed in regular meetings over the course of the year with school faculty.

The issues that were raised in those contexts helped drive the development of this year’s goals. Student voice was included through the school surveys, and through focus groups, and individual conversations with students. An additional source of family feedback was provided by the YouthTruth family survey which was administered at HTe this year. The YouthTruth family survey is developed by educational researchers and provides a national percentile ranking allowing HTe to interpret survey results in the context of results realized by other schools nationally. HTe families reported some understanding of school wide goals and suggested they would recommend the school to others. For example, HTe families rank at the 59th national percentile in response to the question: “I understand my school's goals.” The survey is another way to engage families about their experience at HTe and get ideas about how to better support students which will be implemented in LCAP plans moving forward.
Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After the input from parents, staff and students, some common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. The common elements include increasing after school enrichment opportunities for students and a focus on math and literacy instruction. As a result, HTe plans to fund a literacy coach and investigate offering more after school opportunities. Families shared that they appreciated the engaging student projects alongside a focus on SEL. Families reported feeling an overall sense of student / family belonging at HTE. HTe will continue providing these services in future LCAP plans.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 1

Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

| Local Priorities: |

Identified Need:

HTH seeks to create a culture of craftsmanship where students produce high quality work that is meaningful both to learners and to the broader community. This work invites families and community members to engage with student learning and allows students the opportunity to present their work to an authentic audience.

Furthermore, HTH recognizes a need to engage families in the life of the school with a particular focus on families of socioeconomically disadvantaged students, EL, and foster youth. For this reason, HTH will continue to fund the position of Community Outreach Coordinator. The Community Outreach Coordinator builds relationships with families, provides translation services, hosts events where families are invited to share their perspective, and involves families in decision making around the LCAP/Title 1 process. These efforts by the family engagement coordinator to use effective family engagement strategies can have large impacts on students outcomes according to researchers: “When schools use effective family engagement practices, students in those schools were ten times more likely to improve their mathematics performance and four times more likely to improve their reading performance than students attending schools that did not implement meaningful engagement practices” (Wood & Bauman, 2017). Deeper engagement by HTe families is likely to feed a virtuous cycle of improved academic outcomes and higher quality student work.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.</td>
<td>98%</td>
<td></td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.</td>
<td>90%</td>
<td>91%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Youth Truth Family Survey National Percentile Ranking: &quot;I would recommend my school to parents seeking a school for their child.&quot;</td>
<td>68%</td>
<td>69%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Youth Truth Family Survey National Percentile Ranking: &quot;I understand my school's goals.&quot;</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>New Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>Continue to host biannual exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year.</td>
<td>Continue to host biannual exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year.</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Goals, Actions, & Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

### Goal 2

**Improve Student-Centered Instruction:** HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

### State and/or Local Priorities addressed by this goal:

**State Priorities:**
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

**Local Priorities:**

### Identified Need:

HTH seeks to deepen student centered instruction in literacy, numeracy, and science with a particular emphasis on utilizing strategies that support the academic success of EL students. This particular focus on literacy, numeracy, is motivated by the CA dashboard where ELA and Math indicators indicate an opportunity for growth particularly for socioeconomically disadvantaged and EL students.

An additional three days of professional development either focused on literacy, numeracy, and science instruction is planned for the 19/20 school year with a special focus on incorporating strategies that support EL students.

One strategy that HTe intends to implement across disciplines is close reading. In the book Transformational Literacy Berger et al explain the importance of close reading: “Close reading is an instructional sequence that helps all students access complex texts.” (Berger et al, 2014) Providing all students with access to complex texts is a key scaffold to support struggling students excel on the Common Core State Standards (CCSS). For this reason, incorporating close reading strategies is one of the high leverage change ideas to be tested and later implemented by the literacy group during professional development days next year.

More broadly, HTH plans to employ instructional strategies that are aligned with a student centered approach. For example, HTH has chosen to implement a Cognitively Guided Instruction (CGI) math instructional model because CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem solving abilities. Like
CGI, each instructional strategy fits the Student Centered Learning Model developed by Jobs for the Future. This model describes the following characteristics as key to students centered practice: learning is personalized, competency based, takes place anytime/anywhere, and students exert ownership over their learning. This model brings together research from various fields including the learning sciences to argue that an emphasis on student centered practices or deeper learning leads to “the knowledge, skills, and dispositions to succeed in college, career, and civic life.” (Students at the center, 2014) This research finding that a student centered approach enhances college readiness and capacity informs the focus of this LCAP goal on student centered instruction.


### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Status (CA Dashboard)</td>
<td>67%</td>
<td>68%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>LCFF Rubric ELA (K-8) indicator</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth</td>
<td>70%</td>
<td>71%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>LCFF Rubric math indicator</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>CGI Math Assessment</td>
<td>Pending</td>
<td>Pending</td>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>% of HTH science faculty exposed to at least one NGSS</td>
<td>76%</td>
<td>77%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>professional development opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>All Schools</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide an instructional coach to improve literacy instruction at HTe.
- Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide instructional coaching and apprentice teacher to improve instruction at HTe.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>90,000</td>
<td>0900</td>
<td>Supplemental</td>
</tr>
<tr>
<td>277380</td>
<td>LCFF Supplemental and Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0001-0999: Unrestricted: Locally Defined</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

...
### Action 3

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
</tbody>
</table>

**English Learners**  
**Foster Youth**  
**Low Income**

**Schoolwide**  
**All Schools**

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTe.</td>
<td>Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTe.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
</tbody>
</table>

**English Learners**  
**Foster Youth**  
**Low Income**

**Schoolwide**  
**All Schools**

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic supports and services</td>
<td>Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic supports and services</td>
</tr>
</tbody>
</table>
Each site has an EL coordinator responsible for coordinating services and the reclassification process.

<table>
<thead>
<tr>
<th>Action 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Action/Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>Fund teacher salaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>$1,628,484.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3
Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 5: Pupil Engagement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities</th>
</tr>
</thead>
</table>

Identified Need:
According to the California Dashboard, HTe schools have a 1.2% suspension rate as compared to a state average of 3.5%. To proactively avoid negative behaviors that result in suspensions, HTH is focused on further developing a culture of belonging. To achieve this goal, HTH teachers practice a learner-centered, inclusive approach that supports and challenges each student. All students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in kindergarten and extending through grade twelve. HTH students are encouraged to think of themselves as inquisitive, resilient lifelong learners, who have agency in their learning and achievement.

Structures such as advisory, and an emphasis on productive group work contribute to a sense of belonging among, students, as well as an atmosphere of safety and collaboration. Since research suggests that “restorative justice is a useful method of keeping students in school while promoting positive relationships,” (Owen, Wettach, and Hoffman, 2015) HTH seeks to use restorative practices to reduce the rate of suspensions while supporting the development of a nurturing school community.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of chronic absenteeism</td>
<td>5.6%</td>
<td></td>
<td>4.5%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Rate of chronic absenteeism SED students</td>
<td>7%</td>
<td></td>
<td>6.6%</td>
<td>6%</td>
</tr>
<tr>
<td>P2 Attendance</td>
<td>96%</td>
<td></td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Suspension rate</td>
<td>5.2%</td>
<td></td>
<td>4.5%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Suspension Rate SED Students</td>
<td>2.5%</td>
<td></td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Elementary Student Survey Question</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

**OR**

- English Learners
- Foster Youth
- Low Income

**Actions/Services**

- New Action
- Unchanged Action
Implement restorative practices, and support the development and maintenance of a happy, healthy, student community.

**Budgeted Expenditures**

| Amount | 0 | 0 |

**Action 2**

- [Add Students to be Served selection here]
- [Add Location(s) selection here]

**Actions/Services**

- English Learners
- Foster Youth
- Low Income
- Schoolwide
- All Schools

**Budgeted Expenditures**

| Amount | 0 | 0 |

**Action 3**

- [Add Students to be Served selection here]
- [Add Location(s) selection here]

OR
<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Develop a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

**Goal 4**

Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.

**State and/or Local Priorities addressed by this goal:**

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | Priority 5: Pupil Engagement (Engagement) |
|                  | Priority 6: School Climate (Engagement) |

**Identified Need:**

HTH recognizes that some students encounter difficulties that hinder their success in school, and that early and deliberate intervention can help increase both student achievement and likelihood of graduation. Academic, social-emotional, behavioral difficulties, and inconsistent attendance all contribute to a student’s challenges in school. For this reason, HTH seeks to incorporate/strengthen supports for students that address needs in all these areas. Broader research demonstrates that unaddressed skill gaps in academic and social-emotional areas negatively impact the trajectory of some subgroups more significantly than their peers. Socio-economically disadvantaged students and students of color are disproportionately represented in groups of chronically absent students and those receiving disciplinary referrals, suspensions, and referrals to be assessed for special education services.

Understanding this reality, HTH strives to improve and sustain supports most likely to affect these groups. For example, HTe continues to be inspired by the CPS model developed by Ross Greene to proactively meet the needs of struggling students. In addition, HTe has begun to implement Positive Discipline at the elementary school level by providing relevant professional development to all teachers. According to researchers, Positive Discipline: “promotes a variety of specific strategies for helping children develop a sense of belonging as well as healthy coping strategies to deal with stress. Positive Discipline teaches children how to become responsible, respectful, and resourceful”. For these reasons, HTe plans to provide additional PD and ongoing Positive Discipline coaching to elementary school teachers next year.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Plan B / ALSUP meetings taking place across HTH schools</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students receiving Fundations or LLI reading intervention</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

[Add Students to be Served selection here]  
[Add Location(s) selection here]  

OR

- English Learners
- Foster Youth
- Low Income
- Schoolwide
- All Schools

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having</td>
<td>Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having</td>
</tr>
</tbody>
</table>
behavioral challenges that are affecting their learning.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

[Add Students to be Served selection here]  [Add Location(s) selection here]

OR

- English Learners
- Foster Youth
- Low Income

- Schoolwide
- All Schools

### Actions/Services

- New Action
- Unchanged Action

Academic coaches and apprentice teachers provide additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>213,217</td>
<td>0900</td>
<td>Supplemental</td>
</tr>
<tr>
<td>90,000</td>
<td></td>
<td>0001-0999: Unrestricted: Locally Defined</td>
</tr>
</tbody>
</table>

Action 3

[Add Students to be Served selection here]  [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>OR</th>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

| Amount | 0 | 0 |
# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure College Access &amp; Persistence: HTH schools support all students in accessing and excelling in college. (4,7)</td>
<td></td>
</tr>
</tbody>
</table>

## State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

## Identified Need:

HTH is particularly focused on increasing the rate at which HTH students attend and graduate from college. HTH seeks to increase the number of socioeconomically disadvantaged and EL students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. To achieve these goals, HTH supports students finding an opportune college match by providing dedicated college counseling staff at each HTH high school. A recent study by Ben Castleman and Joshua Goodman indicates that high quality college counseling can lead to an improvement in college match for low income students: “The study found that those students who received the counseling were more likely -- by 52 percentage points -- to enroll in one of the program’s recommended colleges. Further, they were less likely to enroll at community colleges and at four-year colleges that were not recommended by the program.” (Jaschik, 2018) In addition, HTH has increased the number of students concurrently enrolled with community college partners in English and math course work with the goal of reducing the number of HTH alumni enrolled in remedial coursework. Finally, HTH seeks to reduce the rate of summer melt where HTH seniors who reported plans to attend college fail to enroll in college the fall after their senior year.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of HTH students reporting enrolling in college</td>
<td>95%</td>
<td>96.4%</td>
<td>96.8%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures
## Goals, Actions, & Services

**Strategic Planning Details and Accountability**

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Modified Goal |

### Goal 6

Maintain Inspiring Learning Spaces

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

### Identified Need:

HTH is aware of the research indicating that unequal distribution of qualified teachers has been a contributing factor to the achievement gap, and socio-economically disadvantaged students disproportionately experience less access to quality learning materials (Darling-Hammond, 2001; Loschert, 2015). For this reason, HTH works to ensure that all HTH teachers will be credentialed or currently enrolled in an intern credentialing program. Furthermore, all students will have access to necessary instructional materials that support rich projects, informed by the Common Core State Standards and Next Generation Science Standards. In addition, by not offering tracked classwork, HTex schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

HTH is committed to maintaining the physical infrastructure of school buildings so at to provide an environment conducive to student learning. In addition, HTH pursues environmentally friendly building practices that have been recognized through the awardance of LEED certified status for several school buildings.


https://www.ncbi.nlm.nih.gov/books/NBK223640/
Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of credentialed teachers</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percent of teachers with access to a budget to purchase instructional materials</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percent of maintenance requests filled within a week</td>
<td>75%</td>
<td>75%</td>
<td>76%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]
## Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Create the conditions for inspiring learning by funding operational excellence and facility maintenance</td>
</tr>
<tr>
<td>Modified Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>3,264,607</td>
<td>3,343,177</td>
<td>1,427,758</td>
</tr>
<tr>
<td>Source</td>
<td>1000</td>
<td>1000</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>%</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

HTe is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTe is making expenditures to provide services that only serve unduplicated students. In other cases, HTe plans to improve and provide additional services to address challenges disproportionally affecting socioeconomically disadvantaged students, English learners, and foster youth.

Services directed solely at socioeconomically disadvantaged, English learners, and foster youth

English Learner Supports

HTH is investing in an EL coordinator at each site to provide additional services and supports to English learners. Each EL coordinator helps develop professional development focused on instructional strategies that best support EL students. At times they provide coaching to teachers on how to best employ instructional strategies to support ELs. In addition, they track the progress of ELs to ensure they are making academic growth. Finally, EL coordinators work individually with specific EL students to facilitate vocabulary and reading growth.

Services to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students
HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTe schools. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. (Ordway, 2016) found that suspensions undermined the development of math and literacy competencies: “Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not” (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity.

Toward this goal, HTH started the process of implementing Restorative Practices (RP) at HTH schools over the last four years. HTe proposes to use supplemental dollars to fund the positions of dean of students and social emotional coordinator to deepen this implementation of RP as an alternative to traditional disciplinary practices. In addition, HTe has begun to implement Positive Discipline at the elementary school level by providing relevant professional development to all teachers. According to researchers, Positive Discipline: “promotes a variety of specific strategies for helping children develop a sense of belonging as well as healthy coping strategies to deal with stress. Positive Discipline teaches children how to become responsible, respectful, and resourceful”. For these reasons, HTe plans to provide additional PD and ongoing Positive Discipline coaching to elementary school teachers next year. For example, HTe schools continue to use restorative circles to focus on repairing harm as opposed to punishing and/or suspending students. In addition, circles are increasingly used by HTe teachers to proactively avoid challenging behaviors and deepen the sense of belonging for the most vulnerable HTH student populations. These RP services are principally directed to and effective for the most vulnerable HTH students.


Additional services to address Chronic Absenteeism

The academic literature indicates that chronic absenteeism matters to school performance. For example, frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading
proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (NAEP) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

For this reason, all 14 HTH schools are implementing a promising chronic absenteeism intervention. According to the California Dashboard, socioeconomically disadvantaged students attending HTH middle and elementary schools were chronically absent at a rate of 7.2% in 17/18, which is lower than the statewide average of 10.8% for all students.

The intervention, parts of which have been automated to make the process more consistent across the system, includes the following:
1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.
2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.
3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.
4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared.

An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff may implement an attendance contract indicating that course credit may be lost if students miss a designated number of classes.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: “positive messaging, actionable data, capacity building, and shared accountability.”

Being chronically absent leads to worse academic outcomes, so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student, HTH aspires to develop a deep sense of belonging among each student and family. HTH provides these services and seeks to reduce the rate of chronic absenteeism by funding a community outreach coordinator, administrative aide, and providing bus passes for socioeconomically disadvantaged students. These chronic absenteeism services are principally directed to and effective for the most vulnerable HTH students.


Targeted Interventions to address challenging behaviors by providing additional emotional and academic supports

HTe schools seek to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Dr. Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the social, emotional, and cognitive skills necessary to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in Lost At School, “The first step in helping a challenging kid is to identify the skills he’s lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP” (Greene, 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified, the most appropriate interventions for the student to support the development of the necessary skills can implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive, non-punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol. “Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties’ concerns are addressed and the problem gets solved” (Greene, 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model emphasizes building a supportive relationship with the student and seeking to identify factors contributing to a student’s difficulty which might not be easily apparent. Staff uses students’ insights about their difficulties and the contexts in which they occur, and focus on addressing one problem at a time. Progress is celebrated, and students begin to see themselves as capable of solving problems that are affecting them. Teachers often gain useful context about issues contributing to a child’s challenges, and often are able to make adjustments to their instruction, or behavioral management strategies that better suit a student’s particular needs. Throughout this process, the relationship between the teacher and student is strengthened, which contributes to increased engagement. At HTe schools struggling students participate in an Student Support Team (SST) process. SST
teams are comprised of a student, their teacher(s), and an SST coordinator who meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.

This SST model is principally directed to and effective in supporting the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions, HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support, HTe proposes to use LCAP supplemental to fund academic coaches, apprentice teachers, and student support teachers.


Additional services to ensure students have a successful college transition*

Over the last five years more than 95% of HTH seniors have reported intentions to enroll in college in the fall. However, in analyzing our college persistence data provided by the College Clearinghouse, HTH identified a gap in reported enrollment intentions and verified enrollment data. This phenomenon of summer melt, where high school seniors report college enrollment intentions but fail to actually enroll, is a nationwide challenge. In several studies cited by Benjamin Castleman and Lindsay Page, the rate of summer melt was between 20 and 40% at a diverse group of three districts across the country. Perhaps most concerning was their finding that summer melt disproportionately impacts low income students: “Across these three sites, the melt rate for lower-income college intending students was two to five times as great as for their more affluent peers”. In response, HTe has funded the creation of a summer melt coordinator at each high school who supports the college transition for graduated seniors over the summer.

Over the last two summers, HTH has implemented a text messaging “nudging” model inspired by the work of Benjamin Castleman and Lindsay Page, where the summer after senior year HTH students receive personalized text message reminders to complete tasks associated with the college enrollment process (Castleman, Page, 2014). These personalized text messages inform students about upcoming deadlines in the college enrollment process at the college where they intend to attend. For example, students planning to attend CSU San Marcos receive a reminder in mid July explaining that all financial aid forms need to be completed by the end of July and asking if they need help in meeting this deadline. Castleman and Page found, “Data from the National Student Clearinghouse provided evidence that an intervention as simple and low-touch as personalized text reminders or required matriculation tasks can generate substantial increases in on-time college enrollment” (Castleman, Page, P. 100). In addition, by asking students directly if they need help with specific tasks, college counselors can effectively identify students who need help with specific tasks and target their efforts toward the most vulnerable HTH students. Castleman and Page note, “This type of intervention could be scaled at low cost to reduce summer melt and increase college going, particularly among would-be first-generation college students”(Castleman, Page, P. 112). These additional supports are principally directed to and effective in further increasing the rate of college enrollment for the most vulnerable HTH students.
LCAP Year: **2018-19**

<table>
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<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
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<tbody>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

HTe is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTe is making expenditures to provide services that only serve unduplicated students. In other cases, HTe plans to improve and provide additional services to address challenges disproportionately affecting socioeconomically disadvantaged students, English learners, and foster youth.

Services directed solely at socioeconomically disadvantaged, English learners, and foster youth

English Learner Supports

HTe is investing in an EL coordinator to provide additional services and supports to English learners. Each EL coordinator helps develop professional development focused on instructional strategies that best support EL students. At times they provide coaching to teachers on how to best employ instructional strategies to support ELs. In addition, they track the progress of ELs to ensure they are
making academic growth. Finally, EL coordinators work individually with specific EL students to facilitate vocabulary and reading growth.

Services to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students

HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTH schools. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. Orway (2016) found that suspensions undermined the development of math and literacy competencies. “Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not” (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. Toward this goal, HTH started the process of implementing Restorative Practices at HTH schools over the last three years. HTH proposes to use LCAP supplemental to fund the position of a social emotional coordinator to deepen this implementation of RP as an alternative to traditional disciplinary practices.


Additional services to address Chronic Absenteeism

The academic literature indicates that chronic absenteeism matters to school performance. For example, frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (NAEP) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

All 13 HTH schools are implementing a chronic absenteeism intervention. Across the organization, socioeconomically disadvantaged students are chronically absent at a rate of 7.6%, which is lower than the statewide average of 10.8% for all students.

The intervention, parts of which have been automated to make the process more consistent across the system, includes the following:
1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.
2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.
3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.

4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared.

An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff may implement an attendance contract indicating that course credit may be lost if students miss a designated number of classes.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: "positive messaging, actionable data, capacity building, and shared accountability."

Being chronically absent leads to worse academic outcomes, so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student, HTH aspires to develop a deep sense of belonging among each student and family. HTe provides these services and seeks to reduce the rate of chronic absenteeism by funding a community outreach coordinator, administrative aide, and providing bus passes for socioeconomically disadvantaged students.


CPS model to address challenging behaviors by providing additional emotional and academic supports

HTe schools seek to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions
(CPS) model developed by Dr. Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the social, emotional, and cognitive skills necessary to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in Lost At School, “The first step in helping a challenging kid is to identify the skills he’s lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP” (Greene, 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified, the most appropriate interventions for the student to support the development of the necessary skills can implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive, non-punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol. “Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties’ concerns are addressed and the problem gets solved” (Greene, 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model emphasizes building a supportive relationship with the student and seeking to identify factors contributing to a student’s difficulty which might not be easily apparent. Staff uses students’ insights about their difficulties and the contexts in which they occur, and focus on addressing one problem at a time. Progress is celebrated, and students begin to see themselves as capable of solving problems that are affecting them. Teachers often gain useful context about issues contributing to a child’s challenges, and often are able to make adjustments to their instruction, or behavioral management strategies that better suit a student’s particular needs. Throughout this process, the relationship between the teacher and student is strengthened, which contributes to increased engagement. Each CPS team, comprised of a student, their teacher(s), and a trained CPS facilitator meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions, HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support, HTe proposes to use LCAP supplemental to fund academic coaches, apprentice teachers, and student support teachers.


Additional services to ensure students complete the FAFSA and are awarded a Calgrant
This year HTH has been focused on increasing the rate of FAFSA completion at HTe schools with the goal of increasing the number of HTe students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data indicated that some HTH students didn’t receive a Calgrant in earlier years because they didn’t complete the FAFSA. This insight has led HTe schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant. To provide college going support HTe proposes to use LCAP to fund additional college advising services.

**LCAP Year: 2017-18**

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<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
HTe is focused on improving existing services and directing additional services to best serve low income, English learners, and foster youth. In some cases, HTe is making expenditures to provide services that only serve unduplicated students. In other cases, HTe plans to improve and provide additional services to address challenges disproportionately effecting low income, English learners, and foster youth.

Services directed solely at low income, English learners, and foster youth

English Learner Supports
HTH is investing in an EL coordinator at each site to provide additional services and supports to English learners. These faculty members lead PD related to English learning, support teachers in employing strategies to support ELs, and track the progress of EL’s to ensure they are making academic growth. In addition, EL coordinators facilitate vocabulary and reading support for English learners.

Services to address challenges disproportionately effecting low income, English learners, and foster youth RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging amongst students
HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTe. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. Ordway (2016) found that suspensions undermined the development of math and literacy competencies: “Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not” (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belongingness and academic support/continuity. Toward this goal, HTH started the process of implementing Restorative Practices (RP) at HTH schools over the last two years.

Additional services to address Chronic Absenteeism
The academic literature indicates that chronic absenteeism matters to school performance. Frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (“NAEP”) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

By implementing a chronic absenteeism intervention at two HTH schools the overall rate of chronic absenteeism at HTH schools has decreased over the last two years. During the 2014-15 year, HTH piloted a chronic absenteeism intervention at HTHNC that has proven to be effective. This intervention spread to an additional two schools during the 15-16 school year, where we have also seen significant improvement.
An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let the family know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and clear obstacles getting in the way of school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff sometimes implement an informal contract indicating that course credit may be lost if students are absent a specific number of additional times.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: “positive messaging, actionable data, capacity building, and shared accountability”. By implementing this intervention HTH was able to reduce the rate of chronic absenteeism at the three participating schools by up to 85% which was statistically significant at the p<.0001 level. HTH seeks to spread this chronic absenteeism intervention to HTe. By implementing this effective chronic absenteeism intervention across each HTH school the number of students chronically absent each year will decline. HTH low income students are greater than 30% more likely to be chronically absent as compared to all HTH students. However, after implementing this intervention, gaps in chronic absenteeism by income were reduced or eliminated. Being chronically absent leads to worse academic outcomes so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student HTH aspires to develop a deep sense of belongingness amongst each student and family. HTe provides these services and seeks to reduce the rate of chronic absenteeism by providing community outreach, administrative support, and providing a bus pass for low income students where appropriate.

CPS model to address challenging behaviors by providing additional emotional and academic supports
HTe seeks to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Professor Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the necessary socio-emotional and cognitive skills to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in Lost At School, “The first step in helping a challenging kid is to identify the skills he’s lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP” (Greene, P. 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors.
Once these lagging skills have been identified the most appropriate intervention for the student to support the development of the necessary skills can implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive non punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol: “Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties’ concerns are addressed and the problem gets solved” (Greene, P. 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model would emphasize the implementation of the appropriate intervention based on the need of the student. In addition, each CPS team, comprised of a student, their teachers, academic coaches, would meet on a recurring basis to assess the effectiveness of any intervention and develop an updated plan based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support HTe proposes to use LCAP to fund a combination of academic coaches, apprentice teachers, instructional coaches, and student support teachers.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

- **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

- **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

- **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

- **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

**Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

**Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.  

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are *principally directed to* and *effective in* meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are *principally directed to* and how the services are *the most effective use of the funds to* meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: **School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: **Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: **Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: **Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. **Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

1. The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   A. enrolled less than 31 days
   B. enrolled at least 31 days but did not attend at least one day
   C. flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      i. are enrolled in a Non-Public School
      ii. receive instruction through a home or hospital instructional setting
      iii. are attending a community college full-time.

2. The number of students who meet the enrollment requirements.

3. Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

1. The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

2. The total number of cohort members.

3. Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

1. For a 4-Year Cohort Graduation Rate:
   A. The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   B. The total number of students in the cohort.
   C. Divide (1) by (2).

2. For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   A. The number of students who either graduated as grade 11 students or who earned any of the following:
      i. a regular high school diploma
      ii. a High School Equivalency Certificate
      iii. an adult education diploma
      iv. a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   B. The number of students in the DASS graduation cohort.
   C. Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

3. Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

1. The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:
High Tech Elementary

CDS codes:
37 68338 0131565

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 2, 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.

As described in each LCAP, High Tech High (HTH) uses LCFF supplemental funds to improve services for focus group students by providing additional supports to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth. HTH uses the LCAP process as an opportunity to develop a strategic road map of mission critical goals and goal related metrics. LCAP goals are determined by looking for overlaps between strategic organization goals, data suggesting opportunities for growth, and educational research supporting specific actions / services. These LCAP goals become the roadmap by which HTH allocates LCFF supplemental dollars and federal title funds. High Tech Elementary (HTe) has identified the following 19/20 LCAP goals:

1) **Ensure High Quality Work**: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

2) **Improve Student-Centered Instruction**: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

3) **Nurture a Culture of Belonging**: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

4) **Increase Support for Struggling Students**: HTH schools provide targeted interventions to students in need of additional support.

5) **Ensure College Access & Persistence**: HTH schools support all students in accessing and excelling in college.

6) **Maintain Inspiring Learning Environments**
Detailed below is one example of the alignment between HTe LCAP goals and expenditures. One of the six LCAP goals is to “Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.” To achieve this goal, HTH is investing LCFF supplemental funds to hire social emotional coordinators and deans to further implement restorative practices (RP). This expenditure is grounded in educational research suggesting that “restorative justice is a useful method of keeping students in school while promoting positive relationships,” (Owen, Wettach, and Hoffman, 2015). HTH seeks to fund restorative practices to reduce the rate of suspensions while supporting the development of a nurturing school community. In this way, HTH allocates LCFF supplemental funds by drawing on research and craft knowledge to determine promising services that support the social emotional and academic growth of focus group students.

HTe uses federal funds to provide additional services for focus group students to help HTH realize LCAP goals. Once LCFF supplemental funds have been exhausted school directors reflect on the strategic roadmap provided by the HTH LCAP goals. The directors identify additional funding opportunities to provide additional services to focus targeted students including socioeconomically disadvantaged, English learners, and foster youth with the goal of realizing growth on HTH LCAP goals. For example, in the 19/20 school year, Title 1 funds will be utilized to fund academic coaches that will provide targeted academic support to students. In addition, Title 1 funds are being utilized for student project materials. These expenditures are aligned with the following LCAP goal: “Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.”

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.

HTH utilizes the LCAP process to develop a strategic road map of mission critical goals and goal related metrics. Directors host a Title / LCAP meeting for families where they share LCAP goals and ask for stakeholder feedback about how to achieve these LCAP goals. HTH directors begin the budgeting process by spending LCFF supplemental dollars on additional services for focus group students designed to achieve LCAP goals grounded in educational research (see strategy answer above for an example). Stakeholder feedback and the roadmap provided by LCAP goals help directors align the allocation of state, local, and federal funds.

Title funds are employed to supplement expenditures of LCFF supplemental funds. The directors deploy title funds to provide additional services to focus group students including socioeconomically disadvantaged, English learners, and foster youth. These services are designed to support focus group students in realizing social-emotional (SEL) as well as academic growth on metrics aligned within LCAP goals. For example, for the
19/20 school year Title II funds will be utilized to fund leadership professional development and stipends for veteran teachers for mentorship of new teachers to encourage retention. They will also be used to provide additional professional training for teachers to implement a CGI model of math instruction. CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem solving abilities. This additional CGI professional development paid for with federal funds augments spending of state and local funds and helps HTH achieve the following LCAP goal: “Improve Student-Centered Instruction: HTH teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.”
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

<table>
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<tr>
<th>ESSA SECTION</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
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<tbody>
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<td>6 (as applicable)</td>
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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

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</table>

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

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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

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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

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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:

HTH is aware of the research indicating that unequal distribution of qualified teachers has been a contributing factor to the achievement gap, and socio-economically disadvantaged students disproportionately experience less access to quality learning materials (Darling-Hammond, 2001; Loschert, 2015). For this reason, HTH works to ensure that all HTH teachers will be credentialed or currently enrolled in an intern credentialing program. In addition, by not offering tracked classwork, HTH schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

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:

Parent and family engagement is a core practice at HTH. Parents are children’s first teachers, and know their children best. Engaging with families is not only a legal mandate, but philosophically important to HTH. Research continues to support that academic achievement is bolstered when schools engage families in a meaningful way. “When schools use effective family engagement practices, students in those schools were ten times more likely to improve their mathematics performance and four times more likely to improve their reading performance than students attending schools that did not implement meaningful engagement practices”
Deeper engagement by HTH families is likely to feed a virtuous cycle of improved academic outcomes and higher quality student work. HTH provides numerous opportunities for families to support and be engaged in rich student learning each year. For example, exhibitions are one such example, where approximately 95% of families come to view student work, ask questions, and participate in the social emotional and academic learning of their child. This community-collaboration helps students to improve future work and staff to design more rich and rigorous projects.

Parent workshops offered periodically invite families to learn with and from staff on subjects such as: supporting literacy at home, positive discipline, managing children’s behavior and supporting their social-emotional development, and navigating the college application process.

Community LCAP/Title I meetings, offered at various times to allow more people to participate, allowed families to provide feedback on HTH’s services and goals. Families are invited to attend these meetings through email, weekly newsletters, and phone calls in English and Spanish. At these meetings, K-12 families learned about LCAP spending and the progress that was being made to achieve LCAP goals. Information about 18/19 LCAP goals, budget, and relevant aggregate student data was shared. Parents were invited to share their reactions to the data and identify needs to best support students for the 18-19 school year. Many of the families present spoke Spanish. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish. Feedback from these meetings informed this year’s LCAP.

In addition, family and student surveys developed by Youth Truth provide further opportunities for families to give input on the school’s strengths and opportunities for growth. The YouthTruth family survey, which was administered at each HTH school, is developed by educational researchers and provides a national percentile ranking allowing HTH to interpret survey results in the context of results realized by other schools nationally. For example, HTH families reported an understanding of school wide goals and suggested they would recommend the school to others. HTH families rank at the 81st national percentile in response to the question: “I understand my school's goals.” In addition, this survey includes open-ended questions where families provide feedback to HTH including how to address barriers to greater family participation. HTH staff try to address these barrier with the goal of continually increasing parent access and engagement.

Additional opportunities for family involvement include:

Coffee and conversation events with directors several times throughout the year
Volunteer opportunities available in classrooms and buildings
Weekly newsletters which often include information about assessments, curriculum, and standards
Parents can access student information through the Parent Portal on Powerschool, to stay up to date with school records on their child


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:

HTH articulates a schoolwide program focused on the LCAP goal of improving student centered instruction. Based on a comprehensive needs assessment, HTH is focused on improving literacy and numeracy instruction by implementing the following research backed approaches:

HTH is focused on improving math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem-solving abilities. CGI lessons use a “launch, explore, discuss” lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

In addition, HTH has focused on improving literacy instruction by providing additional professional development opportunities. Over the last three years, elementary and middle school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Fundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on “just in time” mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction. For students struggling to develop their literacy skills HTH is utilizing LLI and Fundations as a reading intervention at the elementary school level. Middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students reading below grade level.

HTe uses LCAP supplemental funds for the position of social-emotional (SEL) coordinator and dean to provide additional support services to students in need, including those who may be placed in an out-of-home environment. Staff routinely examine data to identify students whose grades, attendance, and/or behavior indicates a need for additional support. In addition, families may reach out to request additional support. SEL coordinators and deans provide these targeted students with the appropriate blend of additional supports and services. Depending on the specific context of the student, services may include weekly Collaborative Problem Solving meetings, providing bus passes to assist with transportation, individualized or small group social support with a social-emotional coordinator, speech-language pathologist, or education specialist. The HTH LCAP articulates the two goals below focused on creating a culture of belonging. Each LCAP goal articulation specific supports and services to be provided to students. Title I funds are used to fund academic coaches and supplemental student project materials.

Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

To achieve this LCAP goal, HTH offers the following supports and services to all students:
Restorative practices (proactive and responsive)

Advisory (middle and high school)

Morning meeting and closing meetings (elementary)

Student-led conferences

**Increase Support for Struggling Students:** *HTH schools provide targeted interventions to students in need of additional support.*

To achieve this LCAP goal, HTH offers the following supports and services to targeted students:

- Collaborative Problem Solving (also called Collaborative and Proactive Solutions)
- Chronic absenteeism intervention
- Leveled literacy intervention (LLI) (elementary)

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**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:**

In accordance with the federal McKinney-Vento Act, in July 2015 The High Tech High (“HTH”) Board of Trustees passed a education for homeless children and youth policy. The policy seeks to ensure that homeless children and youth are provided with equal access to HTH educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

A school liaison, designated by the school director, is tasked with ensuring that homeless students are identified and receive appropriate opportunities to enroll and participate fully in education at HTH. The liaison’s name and contact information is available at the front desk of the school. Each homeless student shall promptly be provided services comparable to services offered to other students at HTH. Such services may include:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as ESL or
- Special education programs
- Programs for “at risk” students
Instructional and non-instructional education-related support services funded through Title I
School nutrition programs

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:

To facilitate the transition from elementary school to middle school, and from middle school to high school, HTH teachers across educational level collaborate on curriculum planning to ensure continuity of approach and alignment of content, with the goal of a continuous experience for students. To help students and families familiarize themselves with their new school, in the spring, 5th grade students are invited to spend part of a day in the middle school setting, and 8th grade students are invited to spend part of a day in the high school setting. Additionally, families are invited to school welcome nights, and 6th and 9th grade students receive a home visit from their new advisor. At the home visit the advisor shares information about the school, answers questions from the student and family, and begins the process of building a relationship with that student and family.

To facilitate the transition for students with IEPs, HTH education specialists meet across school levels to share information about the needs of students who are transitioning and the best ways to support these students. These teacher meetings are in addition to the IEP transition meetings with families that are required by law. These transition meetings are held over the summer, or within the first month of the school year.

To facilitate the transition from high school to post secondary education HTH provides an internship experience, concurrent college enrollment opportunities, and support with the college matriculation process the summer of senior year. HTH high schools provide an opportunity for each student to engage in an academic internship at businesses, government agencies, and nonprofits. Companies hosting HTH interns have included: San Diego Zoo, ViaSat, Salk Institute, UCSD Department of Oceanography, California Innocence Project, the Office of the Mayor of Chula Vista and over 300 other businesses and organizations.
In addition, HTH high schools provide access to concurrent enrollment opportunities. For example, at the Point Loma campus students have access to math 119 and English 101 which fulfill remedial requirements within the California Community College System. Finally, HTH provides personalized text messaging and college counseling services during the summer after senior year when students are transitioning to college.

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:

HTH provides students with the appropriate technology resources and academic instruction to support the development of the digital literacy skills of students. HTH schools provide Chromebooks, PCs, and Apple laptops that allow students to access a library of digital books, utilize Online Learning Programs (OLP) like Khan Academy, and produce multimedia content like documentaries and podcasts for projects. In addition, HTH provides all students with access to a personally curated digital library of ebooks that can be accessed on smartphones, tablets, and laptops from the service Overdrive.

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:

N/A

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:**

N/A

**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:**

N/A

**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:**

N/A

**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:**
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:

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:

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:
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:

N/A

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:

N/A

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:

N/A
**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:**

N/A

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**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:**

HTH provides a wide range of professional group and improvement opportunities for teachers and school leaders at different phases of their career.

**Teacher Professional Growth Opportunities:**

**Induction:** HTH teachers who need to clear their California Credential participate in the HTH Induction program, a two-year experience in which each teacher selects a focus area (based on an Individual Learning Plan) and works with an Induction team and coach to improve their practice in this area using an improvement science approach. HTH funds the Induction coast and mentor fee for its teachers.

**Mentors:** New to HTH teachers receive one-on-one mentorship from a veteran colleague at their school site. The mentor regularly meets with the new teacher, and conducts classroom observation. HTH is using Title II funds to provide stipends to veteran teachers for mentorship of new teachers to encourage retention.

**New Teacher Odyssey:** New to HTH teachers participate in a 6-day on-boarding, professional development experience focused on project based learning and instructional design.

**School-Based Professional Development:** HTH teachers meet multiples times per week with their school-based colleagues in different configurations including: staff meetings, academic discipline meetings, collegial coaching sessions, project tunings, and lesson study groups.

**Principal / School Leader and Teacher Growth Opportunities:**

**Equity & Innovation Days:** HTH teachers and HTH school leaders participate in 3-full day organization-wide professional development sessions focused on improving teaching practice in one of the following areas:
mathematics instruction, literacy, project-based learning, NGSS integration, and collaborative & restorative practices, using an improvement science approach.

**External Professional Development:** HTH provides funding for teachers and school leaders to participate in external professional development opportunities, including PD offered by: The National Equity Project, Teaching Tolerance, The Art of Coaching, and Crucial Conversations. Title II funds are also being used for teacher and leadership PD.

HTH GSE: HTH teachers are able to pursue a M.Ed. in Educational Leadership through the HTH GSE, at a reduced fee, while continuing to teach full time.

**Principal / School Leader Growth Opportunities:**

**Biweekly Director PD Meetings:** HTH principals and other HTH school leaders participate in bi-weekly PD meetings where they identify opportunities for further professional growth.

The efficacy of these professional development opportunities is determined by practitioners providing feedback on these experiences. In addition, HTH analyzes student data to determine whether practices being cultivated through these professional development opportunities is translating to improved outcomes for students.

**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:**

In alignment with LCAP goals to increase support for struggling students, nurture a sense of belonging, and increase student-centered instruction, HTH will prioritize supports that have a research-base of effectiveness for low income students. These services include behavioral and social-emotional supports and a focus on classroom instruction and tiered intervention system.

HTH is focused on improving math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem-solving abilities. CGI lessons use a “launch, explore, discuss” lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

In addition, HTH is focused on improving literacy instruction by providing additional professional development opportunities. Over the last two years, elementary and middle school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Fundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on “just in time” mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and
explicit vocabulary instruction. For students struggling to develop their literacy skills HTH is utilizing LLI and Fundations as a reading intervention at the elementary school level. Middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students reading below grade level.

Collaborative and Proactive Solutions (also called Collaborative Problem Solving) is used to provide consistent support for students whose behavioral struggles are interfering with their academic progress. The approach, popularized by Dr. Ross Greene, focuses on developing an empathetic relationship with the student who is experiencing difficulty. One unmet expectation (“difficulty”) is targeted at a time, and together, the teacher and student design a mutually agreeable solution. Over time, students become more confident at solving problems independently, and teachers often come to have a more holistic view of the challenges a student experiences.

Restorative Practices further support the social-emotional development of students, providing them a space to work through problems with peers or faculty. Since nationally, low-income students are suspended more often than their affluent peers, HTH strives to use restorative practices to address social and behavioral issues without defaulting to suspension and other more punitive, traditional methods of discipline.

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:

A key element of Continuous Improvement work is the consistent use of learning cycles. HTH schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTH LCAP that is updated in near real-time. This data dashboard provides HTH school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup. Between March 2019 and May 2019, there were 364 sessions looking at this data dashboard. On average each session lasted four minutes and fifteen seconds. Some of the metrics and sources of the data included in in the dashboard are the following:

**Stakeholder Data:** Family and Student Youth Truth Survey Results

**Student Data:** Student demographics from HTH Student Information System (SIS), academic achievement and growth data from SIS grade book, CAASP scores from SIS, college enrollment from College Milestone Database Naviance

**School Data:** Suspension rate from SIS, rate of chronic absenteeism from SIS, ADA from SIS

**Educator Data:** Educator Retention by school from HR records
To support staff in interpreting this data, HTH continues to develop continuous improvement capacity. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE) HTH staff members participated in college access, math, literacy, restorative practices, and project based learning networked improvement communities (NIC). Each of these communities met for at least three full days during the current 18/19 school year. Participants used a continuous improvement methodology to get better at supporting college access, improving numeracy and literacy instruction, and deepening restorative practices. The math improvement community (MAIC) is funded by Jobs for the Future (JFF) and includes staff from eleven other participating schools. The college access improvement community (CARPE) is funded by the Gates Foundation and includes staff from ten other participating schools. For the 19/20 school year, HTH plans to continue having HTH staff participate in these improvement communities during three or more professional development days.

In addition, new HTH teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. To date, 57 teachers have participated in the induction program. With the support of a School Improvement Coach, teachers have worked in groups on topics such as supporting early literacy, co-teaching, and ensuring quality group-work. In addition six of our schools have received direct professional development from CREI in using Continuous Improvement as a framework to support literacy, numeracy, emerging bilinguals, struggling students and other areas of focus. Nearly 45% of HTH staff has been engaged actively in an improvement project and nearly 90% has been engaged on some level over the last three years.

**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:**

N/A

**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:**

N/A
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:
N/A

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:
N/A

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:**

HTH is responsive to the health and safety needs of our students. Title IV funds are used to support physical and mental health programs, including school-based health and mental wellness services for students. HTH also supports our staff with behavioral assistance for students who have identified trauma. Positive behavioral interventions and supports are used to cultivate a healthy school culture for the entire school ecosystem. Our student health program also extends to physical health, including physical activity during the school day and encouraging healthy, active lifestyles for students and their families.