

(CDE use only)
Application #

No Child Left Behind Act of 2001
Revised March 19, 2005
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2005**

LEA Plan Information:

Name of Local Education Agency (LEA): **High Tech High Media Arts**

School Code: 37 68338 0108787

Dates of Plan Duration: **September 6, 2005 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: under current approval

District Superintendent: Larry Rosenstock

Address: 2861 Womble Road

City: San Diego

CA

Zip code: 92106

Phone: (619) 243-5000

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Signatures (Signatures must be original. Please use blue ink.)

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

Larry Rosenstock

Larry Rosenstock

Date

Signature of Superintendent

Gary E. Jacobs

Gary E. Jacobs

Date

Signature of Board President

District Profile

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

High Tech High Media Arts Charter School is a bold innovation in public education. HTHMA is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning and internships for all students. HTHMA is organized for independence, flexibility, and links to the community. It is a public charter school, operated as a non-profit corporation by a five-member board of directors. A larger community advisory board includes corporate partners, public agencies, neighborhood organizations, higher education institutions, parents, and other constituencies. A second non-profit corporation, the High Tech High Foundation, is responsible for all fund-raising for the school.

Students are admitted to High Tech High Media Arts through a lottery. All interested students complete an application with supporting documentation and attend an informational session about the school to ensure that the students and their family are aware of HTHMA's project based emphasis and non-tracked courses of study.

High Tech High Media Arts initially enrolled 200 students to participate in the 2005-2006 school year. In the subsequent years an additional 100 9th graders will be admitted to the 9th grade.

Teaching Teams in the 9th and 10th grade consists of 40-50 students per teaching team. The teaching team is made-up of one Humanities teacher and one Math/Science teacher. The two team approach allows for a better integration of Academic Internships and project time into the curriculum.

HTHMA Mission

The primary goals of High Tech High Media Arts are:

Goal 1: To integrate technical and academic education in a school that prepares students for post-secondary education and for leadership in the high technology industry.

Goal 2: To increase the number of underrepresented students in math and engineering who succeed in high school and post-secondary education and who become productive members and leaders in San Diego high technology industry. Underrepresented students include women and students of both genders from minority groups, including Hispanic, African-American, Native American and Pacific Islander students.

Goal 3: To provide all High Tech High Media Arts students with an extraordinary education that prepares them to be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.

High Tech High Media Arts's Educational Program is founded on the following design principles:

Personalization

High Tech High Media Arts combats the alienation of adolescence and the anonymity of most urban high schools with a culture of community and personalization. We recognize that students' different learning needs, family backgrounds and personal interests require individually crafted support and planning. The deployment of time and personnel at High Tech High Media Arts maximizes our ability to know our students well. The student-faculty ratio at High Tech High Media Arts is 25:1, and each student has an advisor who remains constant throughout the four years of school.

Real World Immersion

High Tech High Media Arts's curriculum is built upon real project work by situating some student learning directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. All students complete an academic internship during their junior year and may continue these industry relationships into their senior projects.

A Common Intellectual Mission

A coherent intellectual mission allows the school to set high standards for student work, look at that work closely and seriously, and negotiate new assessments and pathways for entry into post-secondary education. The intellectual mission clearly expresses what students need to understand and be able to do as a result of their learning, and cuts across the curriculum to inform student learning. The intellectual mission of High Tech High Media Arts is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers.

Learning Goals (What every student should be able to do.)

The goals and design principles were used to create the High Tech High Media Arts Learning Goals.

■ Collaboration (How do I work with others?)

In addition to working as a self-directed learner, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.

■ Technology (How do I use technology?)

HTHMA students use technology to problem solve and to enhance their project work.

■ Communication (How do I take in and express information?)

Students' oral and written communication skills are assessed by HTHMA faculty, peers, and members of the community. Faculty emphasize student writing across content area as a focus for program development and assessment.

■ Art and Design (How do I give shape and form to my ideas?)

HTHMA students study four basic elements of art: history, production, aesthetics, and criticism. They learn how to communicate new ideas through self-expression and develop an artistic understanding of the world.

■ Community Ethics and Responsibility (How do I demonstrate good citizenship in the High Tech High Media Arts community?)

Demonstrate positive and productive citizenship and an appreciation for diversity. Establish a global vision of ethical issues through exploration in science, humanities, advisory groups and community meetings. Demonstrate skills in resolving conflicts through positive, non-violent alternative actions.

■ Critical Thinking (How do I think critically?)

In all projects and courses, staff and students practice asking these critical questions:

1. perspective: examine an issue from multiple viewpoints
2. evidence: support conclusions with facts
3. relevance: apply knowledge outside of the classroom
4. real-world connection: connect learning in the classroom with the world outside of school through active participation

Advisory Program

The design principle of personalization is supported through the classrooms as well as through the Advisory Program. The purpose of the advisory program is to help students make the most of their experiences as members of the High Tech High Media Arts community. Through weekly advisory group meetings and individual conferences, the advisory program provides a critical context for academic planning, home/school communication, team and community building, and reflection about the HTHMA philosophy and program. It is expected that all students will be visited by their advisor during the students first year at High Tech High Media Arts. This home visit gives valuable insight for the advisor who serves as the students advocate, safety net, and communication line between parents and the school.

Academic Internships

The design principle of real world immersion is supported by curriculum in core classes as well as through the High Tech High Media Arts Internship Program. Students begin preparation for the internship program by beginning to create a digital portfolio which will house their resume and future deliverables for the internship program. In the 10th grade students begin to prepare for their internship by doing site visits to workplaces. During these visits, students meet in small groups with employees for two to three hours to discuss the experiences for working at that company. Students take valuable information away from the experience. Students get a broader range of job possibilities that are often not seen or experienced by the student in their everyday. In addition, 10th grade students are required to create resumes that reflect their actual work at High Tech High Media Arts and provide perspective employers an accurate listing of skills for each student. During the spring semester, the 10th grade students will begin to practice interview skills and will interview to attain an internship for their 11th grade year.

At High Tech High Media Arts, junior students will work and learn on site at businesses, schools, nonprofit organizations and professional associations throughout. Every High Tech High Media Arts student must complete at least one semester long internship during their junior year. Each internship lasts for a minimum of eight to ten hours per week. Each junior student will apply and interview for the internship they prefer. The student is selected by the interview process, the employer, teacher, advisor, and the internship coordinator. The internship sites are available throughout the area, and students must create a Transportation Plan which is approved by parents and the school. After selection, you will sign an Internship Agreement with your mentor, advisor, parent, and the internship coordinator. The internship is evaluated by the student, mentor, and a formal internship evaluation which gives more specific detailed feedback on the overall experience in order to ensure high quality learning opportunities at each internship site.

Assessment at High Tech High Media Arts

Unlike many traditional high schools, where students progress simply by putting in class time and passing multiple choice tests, success at High Tech High Media Arts requires producing products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these achievements. High Tech High Media Arts has instituted a Transition POL at the end of each grade to ensure adequate yearly progress is made by all students before moving on to the next grade level.

Presentation of Learning (POL)

A presentation of Learning is a formal presentation given by a student to a panel of their peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

1. Community Event POL
2. Reflective Portfolio POL
3. Project Specific POL
4. Personal Growth POL

Before the POL, each student should practice their presentations in advisory. Advisories will focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation in their teaching teams. Each type of semester one POL must incorporate a reflective piece regarding the learning goals.

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

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

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

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

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

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

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>High Tech High Media Arts will take the following steps to align instruction with content standards:</p> <p>Administrator’s training:</p> <ul style="list-style-type: none"> • Principals and VP’s will continue to train on Explicit Instruction and Evaluating Student Work. • Principal and VP’s will do classroom walkthroughs. <p>Teacher training:</p> <p>High Tech High Media Arts will implement training for teachers in the following areas:</p> <ul style="list-style-type: none"> • Teachers will receive training in working with mixed abilities. • Teachers will receive training in integration of multiple reading strategies in core curriculum. • Teachers will receive training in integration of reading strategies in science based curriculum. <p>Student intervention:</p> <ul style="list-style-type: none"> • High school students who have not passed the ELA portion of the CAHSEE will be given additional instruction. • ELL students will have additional instructional support to improve reading comprehension. 	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General/Special Ed</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • High Tech High Media Arts is implementing research-based instructional strategies, such as direct instruction, reciprocal teaching and scripted programs. • Special education teachers will receive staff development training and adaptation of materials to support the use of standards-aligned instructional materials and strategies. • Teachers use standards-aligned instructional materials 	<p>Administration Faculty</p>		<p>\$32,000</p>	<p>General/Special Ed</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Before and after school support is provided by High Tech High Media Arts teachers to support students struggling in reading, writing, and math. • Summer school credit recovery opportunities. • A summer school program to accelerate ELD students' English acquisition. • Summer school support classes to help students remediate in order pass ELA and math portions of the state mandated tests. • Additional special education/remediation reading instruction is available as well as summer special education assistance, June 30, 2005 through August, 2006. Clinics will operate annually through 2008. 	<p>Administration Faculty</p>		<p>\$5,000</p>	<p>General/Special Ed</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • A 2 to 1 student to computer ratio exists at High Tech High Media Arts. • Technology courses are taught to staff and students • Specialized software is utilize to improve the instruction by all teachers • Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs). 	<p>IT Staff Administration Faculty</p>		<p>\$100,000</p>	<p>General</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Curriculum calibration & standards-based lesson design will occur at High Tech High Media Arts. • Teachers will attend daily training on project based curriculum utilizing state standards. • Teachers will create projects utilized by their class and then incorporated into the High Tech High Media Arts projects website for other teachers to utilize. • Collaborative training with San Diego County Office of Education will occur annually. • High Tech High Media Arts Learning will do additional training in project based learning annually. • New teachers will participate in the daily staff 	<p>Administration Faculty</p>		<p>\$12,000</p>	<p>General</p>

<p>development to improve teaching practice and instruction.</p> <ul style="list-style-type: none"> • All principals and key assistant principals will be trained to recognize good standards-based instruction and how issues such as recruitment, finances and technology support academic achievement. • School Leadership Teams will continue curriculum calibration at each site. 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • School Leadership consisting of students, parents, teachers and administrators meet monthly to chart corrective academic initiatives. • All parents have a representative role on the High Tech High Media Arts Parents Association. • Monthly parent-community meetings are held to encourage involvement • Parents are active participates in the daily duties at High Tech High Media Arts. • The district’s Research and Evaluation Department sends each parent his/her student’s individual assessment results, with an explanation of how to interpret them. • Parents serve as panelists several times a year to evaluate student work during Presentations of Learning. • Annual assessments are interpreted at annual IEP reviews. 	<p>Administration Faculty</p>		<p>\$2,000</p>	<p>General</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • High Tech High Media Arts Advisors do home visits annually on all students. • Advisors create an academic program that ensures graduation and college admissions options. • Monthly Advisory themes are used to motivate all students toward college transition. 	<p>Administration Faculty</p>		<p>\$10,000</p>	<p>General</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Coordinated Compliance Review for High Tech High Media Arts will evaluate strengths and weakness of school programs. • High Tech High Media Arts will participate in all state-required tests, plus all principals will evaluate student improvement. • School Leadership will meet to assess data and chart corrective academic initiatives. • High Tech High Media Arts will have a plan for each student's academics. • College Counselor and Advisors will have the responsibility for monitoring progress and making needed revisions. • Classroom teachers will regularly assess students' mastery of standards by examining student work and re-teaching as necessary. 	<p>Administration Faculty</p>		<p>\$10,000</p>	<p>General</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Teachers teach reading, writing, and math across the content areas.</p> <p>Teachers use project based learning as a way to engage low-performing students.</p> <p>Teachers have clear expected student outcomes for all students.</p> <p>Teachers have small class sizes of 20 to 1 which allows for individualized education for low-performing students.</p> <p>Teachers are trained monthly on working with low-performing students.</p> <p>Teachers have created study groups to look at student work and make corrective action for student's achievement.</p>	<p>Administration Faculty</p>	<p>\$30,000</p>		<p>General/Special Ed</p>

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Differentiated instruction is implemented in all classrooms to ensure students reach standards. • High Tech High Media Arts teachers are trained to teach to mastery through the use of real-world curriculum. • Special Education services for students identified include Braille texts, enlarged printed materials and equipment and augmentative communication services. 	<p>Faculty</p>		<p>\$12,000</p>	<p>General</p>
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Principals and other site administrators will train teachers to teach standards based project curriculum. • All textbooks and supplemental materials will be aligned with the content standards. • Standards based pre and post assessments will be given in all mathematics courses. • All new teachers will participate in daily professional development. • Assessment items will be developed for all core math courses, to be utilized by teachers to create benchmark assessments. • High Tech High Media Arts is implementing research-based instructional strategies. 	<p>Administration Faculty</p>		<p>\$10,000</p>	<p>General</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • The district will purchase materials on the State-Adopted List. High Tech High Media Arts will utilize the textbooks as needed. • High Tech High Media Arts will provide information about “what all students need to know” and ensure that these goals are standards-aligned. • High Tech High Media Arts will train teachers in the use of standards based curriculum in a project environment. • Multiple strategies are utilized by all teaching staff to ensure student mastery. • Teachers align curriculum with state standards. 	<p>Administration Faculty</p>		<p>\$3,000</p>	<p>General</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • After-school and lunch supports the classroom in math. • Summer school credit recovery opportunities. • Summer school courses available for additional support of the CAHSEE and low-performing students, after school math support linked to state standards. • Students participate in long block classes to enable engagement in curriculum. 	<p>Faculty Administration</p>		<p>\$5,000</p>	<p>General</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Intensive software programs & equipment i.e. (computer labs, laptops, smart boards), overhead projectors, graphing calculators, mobile computers are available to students and teachers. • 2 to 1 student ratio to computer exists • Online writing assessments through Educational Testing Service. • Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs). • Parents have access to all technology at High Tech High Media Arts including the ability to view their child's grades and assignments from home. 	Administration Faculty		\$100,000	General
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • New teachers at High Tech High Media Arts will participate in professional development, with focus on the use of standards-based mathematics materials. • All professional development opportunities in mathematics sponsored by High Tech High Media Arts will be aligned to standards-based instructional materials. • A representative from each grade level serves on the math/science study group. This group works on standards and assessment, meeting monthly. • Teachers meet monthly about ELD standards teachers discuss support for those students identified. 	Administration Faculty		\$10,000	General

<ul style="list-style-type: none"> • Teachers and administration continue to collaborate about needed changes to curriculum to meet standards. 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • School Leadership consisting of students, parents, teachers and administrators meet monthly to chart corrective academic initiatives. • All parents have a representative role on the High Tech High Media Arts Parents Association. • Monthly parent-community meetings are held to encourage involvement • Parents are active participates in the daily duties at High Tech High Media Arts. • The district’s Research and Evaluation Department sends each parent his/her student’s individual assessment results, with an explanation of how to interpret them. • Parents serve as panelists several times a year to evaluate student work during Presentations of Learning. • In math classes, many Presentations of Learning contain math concepts from state standards. • Annual assessments are interpreted at annual IEP reviews. 	Administration		\$2,000	Genera
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Orientation of incoming 9th graders with seniors links students as they transition. • High Tech High Media Arts Advisors do home visits annually on all students in their advisory. • Advisors create an academic program that ensures graduation and college admissions options. 	Administration Faculty		\$1,000	General

<ul style="list-style-type: none"> • Monthly Advisory themes are used to motivate all students toward college transition. 				
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Coordinated Compliance Review for High Tech High Media Arts will evaluate strengths and weakness of school programs. • High Tech High Media Arts will participate in all state-required tests, plus all principals will evaluate student improvement. • School Leadership will meet to assess math data and chart corrective academic initiatives. • High Tech High Media Arts will have a plan for each student's academics. • College Counselor and Advisors will have the responsibility for monitoring progress and making needed revisions. • Classroom teachers will regularly assess students' mastery of standards by examining student work in mathematics and re-teaching as necessary. 	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Teachers and Advisors create plans of intervention and meet with students and parents regarding a student’s math curriculum. • Math tutorial programs (lunch and after school) for lowest performing students. • Teachers and advisors are responsible for the follow-up of each student that is low-performing. Advisors access student grades on line to follow student progress. 	Administration		\$35,000	General
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Differentiated instruction is implemented in all math classrooms to ensure students reach standards. • Services for special education students include Braille texts, enlarged printed materials and equipment. • Extended time in math classes is available for all teachers to work with students requiring additional support. 	Administration Faculty		\$2,000	General

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>EL students who have been assessed on the CELDT Levels 1-3 described as possessing “less than reasonable levels of fluency in English” receive instruction access to core content subjects through differentiated instruction taught in English, SDAIE instructional strategies, language acquisition methodologies, etc. Core content instruction is based on state/district grade level content standards with teachers utilizing appropriate instructional strategies to ensure comprehensibility and mastery of content standards.</p> <p>English Language Mainstream (ELM): grades 9-12 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in English targeted to English language proficiency needs and provide differentiated grade-level curriculum/instruction in the core content areas with instruction overwhelmingly in English targeted to grade level standards with access to instructional support services and instructional strategies to ensure content mastery and the systematic development of academic English proficiency to include but not limited to SDAIE instructional strategies, concept mapping/scaffolding, etc.</p>
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Funds will be used to provide professional development training for staff in research-based strategies recognized to accelerate academic achievement for English learners to become proficient in academic English and to meet the state/district content standards in English, reading and math.</p> <p>ELD students are in small classes with a student to teacher ratio of 20:1 which allows for more individualized instruction.</p>

	Description of how the LEA is meeting or plans to meet this requirement.
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<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>a. To meet the needs of EL students at all proficiency levels all teachers will train in a comprehensive standards/researched-based, high quality EL Professional Development Coaching to utilize effective instructional theory and strategies for second language acquisition, accelerating English Fluency and developing systematically academic English proficiency for English Learners. Title III funds will be used to implement identified professional development activities that integrate current research and scientifically-based theory. Components of the professional development program will include but not limited to:</p> <ul style="list-style-type: none"> • Design and implementing differentiated, standards-based instruction in all core academic areas, and how to integrate cultural and linguistic diversity within the school/community • Strategies to identify potential linguistic and cognitive transference between the primary language and English in a vast repertoire of strategies for literacy instruction for reading comprehension • Ability to systematically identify and develop resources for differentiating instruction in the teaching of core content as well as reading, writing, listening and speaking • Understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • Ability to design and implement formal and informal assessments using classroom/student data to differentiate instruction and evaluate the efficacy of instruction <p>b. Title III funds will support professional development activities to enhance teachers’ abilities as related to curricula, assessment and instructional strategies for LEP students. A process will provide teachers initially with in-service presentations/workshops/institutes to develop a level of expertise and specialization in all teachers so they can serve as “Mentors” at their respective school site. The mentor will serve as leaders to follow up sessions for participating teachers to determine and monitor the degree of application/effectiveness per individual teacher in the planning, implementation and assessing the effective strategies for EL students in the classroom. Mentors will provide site staff training, share newly acquired skills and knowledge to develop site level capacity and program improvement.</p> <p>c. Current instructional program for EL students will be extended by providing teachers with proven instructional programs and State Approved and Adopted English supplementary/intervention materials. Teacher/staff participation hours and trainings will be monitored and knowledge reviewed monthly.</p> <p>d. To ensure the long-term effect, resulting in positive and lasting impact on teacher performance in the classroom, various instructional leadership activities and assessment tools will be implemented. Teachers and administrators will do classroom observations and teacher reflective questioning.</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	<p>If yes, describe: To Upgrade program objectives and effective instructional strategies, High Tech High Media Arts will develop an annual report with specific assessment measures to collect program observations and student data to assist with program review.</p>
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	<p>If yes, describe: In addressing the needs of the identified students, the Title III Intervention program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • Provide intensive and extensive opportunities to read • Acquire new knowledge and vocabulary through reading and writing • Read and comprehend leveled fiction and textual materials • Enjoy reading • Engage in meaningful reading and writing • Do expository, narrative, response to literature and persuasive writing • EL students will be given multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction. • The program’s writing component will focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions. • In order to encourage independent reading for pleasure and academic advancement, EL students will have access to an extensive collection of material at appropriate reading levels. • Students will read daily, participate in class discussions, culminating in individual reflective journal entries. • Instruction will be designed and modified using information from on-going formal and informal assessment of students’ strengths and needs.
	Description of how the LEA is meeting or plans to meet this requirement.		

	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes</p>	<p>If yes, describe: As a small charter school High Tech High Media Arts has the ability to create small tutorials that support EL student’s language acquisition. Services are streamlined to take advantage of all school programs ensuring access to EL students.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes</p>	<p>If yes, describe: High Tech High Media Arts will establish “benchmarks” used to identify interventions and supplemental programs targeted to EL students’ individual needs in order to improve English proficiency and academic achievement. High Tech High Media Arts funds will be used to develop the supplementary/intervention curriculum at all levels and assessments.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	<p>If yes, describe:</p> <p>To encourage parent participation in Parent/Community Involvement and Education programs, funds will be used to provide childcare services for parent conferences, and/or major parent involvement events. In addition, funds may be used to sponsor Parent Involvement School Activities such as:</p> <ul style="list-style-type: none"> ● Working with your student at home (reading & math) ● Monitoring homework and Improving Study Habits ● Effective Communications and Interactions with School Staff ● Positive Discipline ● Time Management ● Computer Basics (E-mail, Internet, Word Processing, Excel Spreadsheet) ● Monthly parent meetings

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes</p>	<p>If yes, describe:</p> <p>High Tech High Media Arts has an instructional technology department that supports site teacher/staff in developing web-based instructional lessons. ITstaff provide ongoing professional development and technical support for staff in the areas of computer software (Word, Excel, Designing a website, Basics of Internet Searches, Powerschool, Video Design, and programming)</p> <p>Information Technology staff provide technicians to maintain, trouble shoot networking of site computers, computer labs for class instruction/student use, other forms of technology. Teachers provide opportunities for students to develop computer literacy skills, utilize computer technology in developing Power Point Presentations, Digital graphics and video projects, Research papers, etc.</p> <p>High Tech High Media Arts funds will be used to develop a website for all parents to provide access/information such as: school calendar, course standards, testing dates and board policies as well as links to the school’s website.</p> <ul style="list-style-type: none"> • Student/Parent orientation classes • Parent/Student Handbook • Demographic Data and Test Results • Parent Friendly Website • Staff directory • Project site <p>High Tech High Media Arts funds will be used to purchase computers/ laptops that will be available at each school site for teachers, staff and parents to include training.</p>
<p>10. Other activities consistent with Title III.</p>	<p>No</p>	<p>If yes, describe:NA</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>All parents of EL students based on the Home Language Survey (HSL) will be notified, no later than 30 days after the beginning of each school year of the following:</p> <ul style="list-style-type: none"> • Language assessment test results: CELDT English and Primary Language Assessment (LASII Spanish or other available language assessment); • Academic Assessment Test Results such as STAR (SAT9or CAT6, SABE), CST ELA/Math, Other assessment measures • Student Academic Status <p>To explain the reasons the student has been identified English Learner (LEP) and the need for placement in one of the EL Instructional Program Options and support services.</p> <p>EL Students’ level of English Proficiency will be determined by the state approved CELDT administration: Initial Assessment for newly enrolled students to California schools who have a language other than English spoken in the home or via Annual CELDT administration during the testing window of July 1 – October 21st. CELDT assessment areas include: listening/speaking, reading and writing and scores for each test section will include raw score, scale scores, CELDT level as well as an Overall CELDT level. The CELDT is an English Language Fluency test with basic reading and writing skills. An overall CELDT levels 4 or 5 during Initial CELDT Assessment may qualify a potential EL student as an IFEP (Initial Fluent English Proficient student) with mainstream program placement.</p> <p>The Instructional Program Options are designed to meet the educational strength and needs of the identified English learners based on program evaluation/effectiveness and student academic monitoring procedures that also meet compliance of the legal requirements of the Office of Civil Rights, California Department of Education, State Board of Education, research on language acquisition and academic English proficiency development, current best practices, past success/experience and staff expertise.</p> <p>Each progress report period, semester final grades, credits and courses in addition to annual assessment tests will be used to monitor English learner students’ academic progress.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>High Tech High Media Arts schedules an EL Parent Ed Code 300-340 meeting within the first month of school to assist parents in understanding their student’s test results and program options/services.</p> <ul style="list-style-type: none"> • Annual parent notification of test results and program options will be done within 30 days of the beginning of the academic school year. • If student is new to the school the student will be tested within two weeks of beginning attendance at High Tech High Media Arts. • All EL students and their parents are notified of any failures within 30 days of the time of program failure.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Provide parent handbook • Host/Provide Parent Workshops, Trainings, and Presentations to empower parents in: Building Home/School partnerships, Curriculum/College Requirements; Maximizing Student Achievement, etc. • Secure and provide for EL parents in primary language: Parent Orientation and Informational Video Tapes, School Glossary, etc.
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Provide professional development training for Teacher and Instructional Support Staff to include: Developing Literacy in Academic Content and Technical courses.
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Support EL immigrant students with after school and lunch tutoring, academic academies in English and Mathematics • Provide tutors (Spanish) to support SB813 four-year College/Career Plan

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes	If yes, describe: <ul style="list-style-type: none"> • Purchase English/Primary language dictionaries to assist ELD students with less than reasonable fluency in English • Secure ELD/Core Content Supplementary instructional materials to assist EL immigrant students.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes	If yes, describe: <ul style="list-style-type: none"> • Provide Resource Teacher services to assist teachers in planning, monitoring and designing differentiated curriculum activities to ELD immigrant students based on test results and achievement data for the academic school year. • Provide teacher support and training. • Purchase classroom books, materials and supplies to support language/content instruction for ELD immigrant students • Offer Extended Day Instructional Support Classes focusing on Reading and Writing, CAHSEE Prep, etc. • Support Summer School/Intersession classes with: <ul style="list-style-type: none"> ○ Basic instructional and support materials, training, staff extra duty, classroom supplies, etc. • Tester/Instructional Assistant (T/IA) for student assessment, curriculum/instructional team planning, Student English Progress/Program Documentation
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes	If yes, describe: <ul style="list-style-type: none"> • Update, edit or translate School Glossary and Parent Handbook in identified Home/Primary Languages as needed to include: Spanish, • Develop and implement: ELD Math and Academic English Seminars to address CAHSEE test areas, content standards, requisite knowledge and skills in primary language and English.

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	Yes	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Collaborate with Migrant Education Office (SDCOE) with parent education/training component • Support and encourage parent/student participation in community sponsored activities. • Support community-based organizations such as Parent Institute that train/educate parents and/or offer comprehensive community services to parents of immigrant students • Provide comprehensive parent training program to maximize quality parent involvement and Home/School partnerships with community organizations available at parent meetings.
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>Professional development for teachers and administrators at High Tech High Media Arts has been a consistent priority for the past four years for HTH schools. The school has been at the forefront of creating time for teachers and administrators to come together as a learning community. High Tech High Media Arts is pioneering what is considered to be an innovative, forward thinking commitment to project-based education to achieve high student outcomes.</p> <p>Training</p> <ul style="list-style-type: none"> • Interdisciplinary training(2 hours/wk) • Faculty development (1.5 hours/wk) • Collegial Coaching (1day/month) • Presentations of Learning (1 day/month) • High Tech High Media Arts Learning Institute Seminar (annual) • Structure opportunities for collaborating by subject, clusters, network schools • Developed Project Page of current project based curriculum supporting state standards 	<p>There is a need for High Tech High Media Arts to continue its efforts to plan, design and implement a comprehensive school wide professional development program addressing the needs of teachers and administrators.</p> <p>Teachers need additional resources for attending workshops and seminars in content specific areas.</p> <ul style="list-style-type: none"> • Participate in coaching, curriculum and instructional strategy trainings • Design, model and practice lessons based on content in a project-based curriculum • Model instructional strategies • Engage teachers in professional dialogues and reflection to inform instructional guidance • Provide/receive ongoing assistance leading to desired results by providing an optimal mix of effective practices • Support/receive teachers in incorporating new strategies • Develop a collegial coaching program for teachers • Gather evidence from a variety of sources that is meaningful in determining the degree and quality of implementation • Critique and maintain a professional development portfolio of instructional strategies that includes student work

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Professional Development Plan for the High Tech High Media Arts School is intended to focus on deepening teachers’ content knowledge and pedagogical skills with opportunities for practice, research and reflection. Professional development will be embedded in the teachers’ work and daily practice. Teachers and principals will focus on collaboration to solve important problems related to teaching and learning. The plan will affect the knowledge, attitude and practices of the all teachers and administrators as well as the culture and the structure of the organization.</p> <p>A primary focus for High Tech High Media Arts has been the design and implementation of interdisciplinary standards based projects in the four core subject areas (English, math, science and Social Science) incorporating curriculum, instruction and assessment components in each area. Teachers and administrators continually reflect on practice.</p> <p>High Tech High and its affiliated schools, including the Gary and Jerri-Ann Jacobs High Tech High, High Tech Middle, High Tech High International, High Tech High Media Arts, and High Tech Middle Media Arts have been approved by the California Commission on Teacher Credentialing to provide single-subject credentials in Mathematics, Science, English, History/Social Studies, Spanish and Art. The program</p>	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General</p>

<p>may also be expanded to other High Tech High affiliate sites in the future. Teachers are paired with mentor teachers while they complete coursework. With a partnership from the University of San Diego, an advisory board has been created for oversight for the program and it's participants.</p> <p>The mission of the program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning. It develops teachers who understand the integration of technical and academic studies by providing directed, on- the- job training to mid- career individuals in transition who do not have the time or the wherewithal to engage in lengthy certification programs as well as to recent graduates of post-secondary institutions.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The professional development activities are designed to improve student learning, narrow the achievement gaps and improve instruction. Teachers use daily time to discuss mixed ability grouping and improved instructional strategies.</p>	<p>Administration Faculty</p>		<p>\$20,000</p>	<p>General</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The professional development activities will have a substantial, measurable, and positive impact on student academic achievement because the District is working to develop an intensive, on-going, and sustained system of accountability linking instructional delivery with content standard implementation using coaching as a foundation. As the characteristics of high quality classrooms are implemented and teachers begin to use a variety of effective teaching strategies to inform instruction, to calibrate student work to standards and to ensure student learning and mastery of standards is achieved, a cohesive instructional delivery will emerge resulting in increased student achievement.</p>	Administration Faculty		\$20,000	General
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>By developing a single plan, all activities (training, practice and reflection) will be coordinated to support the ongoing cost and sustainability of the professional development plan.</p> <ul style="list-style-type: none"> Teacher participation in active learning i.e. opportunities to practice new instructional techniques in own classroom, with coaching, and with collaborative reflection with colleagues working on same strategies (instructional strategy dialogues) 	Administration		\$2,000	General

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p><u>Professional Development Plan</u></p> <p>The professional development program seeks to integrate training for administrators and teachers from the core subject areas using coaching as foundation. It is our intent to create the conditions that will allow teachers and school leaders to succeed. Our goal is to reconfigure site leadership to enable teachers to serve as instructional leaders with the administration as the support network for their success. High Tech High Media Arts is a leader in training teachers.</p> <p>Teachers participate in the following trainings:</p> <ul style="list-style-type: none"> • Evidence-Based Coaching • Presentation Skills • Leading Instructional Strategy Dialogues • Assessment for Learning • Differentiated Instruction 	Administration Faculty		\$20,000	General
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Professional development activities will incorporate the use of technology in the delivery of presentations, the development of lessons using learned strategies, in the classroom observations, and in the sustained maintenance of the presentations for further review by teachers. Technology literacy will be incorporated as</p>	Administration Faculty IT		\$10,000	General

part of the entire professional development standards of practice.				
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>High Tech High Media Arts teachers are equipped with desktop and laptop computers for daily work. Teachers are trained monthly on the use of technology in their classrooms and how to utilize it in daily lessons. The school is equipped 2:1 student/computer ratio.</p>	Administration Faculty IT		\$20,000	General
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>High Tech High Media Arts has created a Professional Development Study Group which serves to improve the professional development for all faculty and staff. Everyone is invited to participate on this study group. Teachers create the needs for staff development based on research and assessment from previous years and trends in educational practices.</p>	Faculty		\$20,000	General
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning 	Administration Faculty		\$20,000	General

<p>styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <ul style="list-style-type: none"> □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. • By developing a single professional development plan, all teachers will be expected to participate in and have knowledge of coaching and instructional strategies addressing direct instruction, mastery learning, calibration of student work, research based teaching strategies, and assessment. 				
<ul style="list-style-type: none"> • How the LEA will use funds under this subpart to meet the requirements of Section 1119: <p>Teachers will all have valid credentials for teaching in California. In addition High Tech High Media Arts has obtained an Intern Credentialing program to help improve the credentials of all of its own teachers as well as help improve training for math and science teachers around the state. In addition, teachers undergo weekly trainings at High Tech High Media Arts in the areas of core content mastery, testing and assessment, Literacy, heterogeneous grouping, project-based learning.</p>	<p>Administration Faculty</p>		<p>\$150,000</p>	<p>General Grants</p>

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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

High Tech High Media Arts will not receive title IV or TUPE funding for the 2005-2006 academic year. Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>The High Tech High Media Arts school campus provides a safe and orderly environment that nurtures learning. Recognition of the importance of physical surroundings to the overall learning process is reflected in the campus’s overall architecture. The clean well-kept environment engenders pride, efficiency and comfort which undoubtedly contribute to the overall learning atmosphere for students. Because this is a school of choice and students are invited back each year, the culture at the school is different than most public schools. This fosters a safe and respectful environment because misconduct results in students being asked</p>	<p>Students are supported at High Tech High Media Arts through an advisory program with a student/teacher ratio of 20:1. High Tech High Media Arts would like to improve the lunch offerings for students through innovative ideas.</p>

to leave HTHMA. As a result, in the past four years, we've had less than three fights at the school.

High Tech High Media Arts has put in place a comprehensive advisory program that assists with personalization for every student.

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Obtain College Counselor One to one college counseling Advisory Program	All Students	Sept. 2006-June 2007 Full-time college counselor and advisor	Numbers of students admitted to college. Number of students passing classes school-wide. Improve college acceptance rate to 85%	General
5.2 (Dropouts)	Advisory Program	All students	Full-Time All Faculty	Data from advisory program. Currently no dropouts from High Tech High Media Arts school	General

<p>5.3 (Advanced Placement)</p>	<p>High Tech High Media Arts will investigate the IB and AP programs for use at High Tech High Media Arts. Currently High Tech High Media Arts offers Honors options in the 11th and 12th grade years.</p>	<p>All students</p>	<p>Admin Dept. Chairs</p>	<p>N/A</p>	<p>General</p>
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Additional Mandatory Title I Descriptions

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

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

Our LEA has less than 1,000 students therefore this criterion is not applicable. However, our LEA does use Free and Reduced Lunch.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

HTHMA will provide additional services to eligible students who are performing below basic or far below basic in both Math and English on California standardized tests. The school will assess and monitor each student's academic performance on state tests and provide assistance as reported in areas determined as below basic or far below basic. Eligibility will be determined pursuant to acceptance to High Tech High Media Arts and receipt of student cumulative files including test results.

In a personalized learning environment, such as High Tech High Media Arts, teachers will work with each other to discuss interim goals for the student and may opt with administrator's consideration to provide additional or alternative services for the student. Interim diagnostic tests may be performed at the recommendation after an advisory review panel evaluates the student's progress and work. Should additional support services be required through special education services, it is at the discretion of special education teachers and the Director of Special Education to provide targeted assisted programs through the student's individual education plan or 504 plan to present the student with adequate support to meet benchmarks on the California standardized tests.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of 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 in community day school programs, and homeless children.

High Tech High Media Arts follows NCLB regarding its section 1114 and 1115. Program funds are utilized by all teachers to support qualifying students additional Math and English skill development. High Tech High Media Arts offers in-school and after school supplementary support of all math and literacy coursework. Summer bridging programs are intended and are in the planning process. Students from special populations like ELD, foster youth, etc. are eligible to receive additional support from certificated teachers.

HTHMA teachers do the following:

- Teach reading, writing, and math across the content areas.
- Use project based learning as a way to engage low-performing students.
- Have clear expected student outcomes for all students.
- Have small class sizes of 22 to 1 which allows for individualized education for low-performing students.
- Are trained monthly on working with low-performing students.
- Have created study groups to look at student work and make corrective action for student's achievement.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Not applicable; not a program improvement school.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Not applicable; not a program improvement school.

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

Staff Development is an integral part of the staff and faculty culture at High Tech High Media Arts. Development occurs almost daily and varies from a formal to a non-formalistic approach. Topics regarding staff development are created in advance and experts are enlisted to support essential questions around topics. These topics include: academic support for students receiving title I services, support for English Language learners, support within project based learning, ideas and theories related to best practices for integrated learning units, the exploration of a staff culture that supports positive student behavior, and many other topics are deepened through staff development. Staff also provide feedback to administration on suggestions for staff development related to pertinent student learning issues and expected school wide learning results. Paraprofessionals are also included in staff development trainings so they may be aware of critical learning goals for each student within the targeted

Paraprofessional staff also attend workshops related to their concentrated area of focus such as business manager workshops, charter development seminars related to special education services, teacher credentialing, technology services and more sponsored through the California charter schools association, grant writing trainings, development seminars related to fund-raising, district and test company sponsored trainings related to state mandated student testing.

A parental advisory group has been created whereby parents attend regular meetings to learn about school-wide learning outcomes and goals. Parents of students who are involved in targeted assistance program will be provided with the following

- Provide consultation with parents of the students served
- Coordinate supplemental education services with parents
- Involve parents in on-going discussions related to items within the LEA plan as well as understanding state academic content standards and state assessments
- Working with teachers and other staff to recognize the value of parental participation in the development of plans, and input and providing parents with requested information
- Each student/ parent is assigned to an advisor who will know their student well and can speak to issues specifically pertaining to expected learning results of each student

High Tech High Media Arts will coordinate services for students eligible for title I services with professional development for staff, trainings for support staff, and parent involvement in relation to exceptional educational services for students.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

High Tech High Media Arts is a small school and can easily coordinate services to all students. Services are coordinated entirely through the Director. The school's director allocates resources for programs and has weekly meetings with all teachers to improve services for all students. Special populations of students have additional funding available for after-school tutoring and certificated instruction. Each student has a personal advisor that serves as an advocate for all educational matters with parents and the school. This HTHMA advisory program is very successful in ensuring coordination of all services for each student at High Tech High Media Arts.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date