

**District Name:** High Tech High

**CD Code:** 37-76471

### LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

**The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.**

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I ~~monitoring~~ instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jamorrison@cde.ca.gov](mailto:jamorrison@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than March 18, 2013. The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Based on the review of the initial LEA plan, the site believes that the LEA Plan was appropriately drafted; however due to a significant population increase with numerically significant subgroups, High Tech High Media Arts (HTHMA) is in Program Improvement.

Since opening in 2005, HTHMA has had strong test scores, with an API score approaching 800 in recent years. However, due to rising required proficiency rates on the CAHSEE (which constitutes 20% of API and nearly 100% of AYP), HTHMA is in Program Improvement.

Despite our accomplishments including sending 99% of graduates to college, HTHMA did not meet AYP targets school-wide in Math or ELA. (Please, note that though students passed the CAHSEE and can graduate, they did not score at the higher federal proficiency threshold.)

The below chart details HTHMA's performance and the reasons for its Program Improvement status.

English-Language Arts  
Target 88.9 %  
Met all percent proficient rate criteria? No

Mathematics  
Target 88.7 %  
Met all percent proficient rate criteria? No

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GROUPS	Valid	Number	Percent	Met	M	Valid	Number	Percent	Met	A
	Score	At or	At or	2013		Score	At or	At or	2013	
		Proficie	Proficie	Criteria						
	s	nt	nt	ia	d	s	nt	nt	ia	Method
<b>Schoolwide</b>	98	68	69.4	No		99	61	61.6	No	
Black or African American	16	12	75.0	--		16	9	56.3	--	
American Indian or Alaska Native	1		--	--		1		--	--	
Asian	3		--	--		3		--	--	
Filipino	8		--	--		8		--	--	
Hispanic or Latino	40	23	57.5	--		40	25	62.5	--	
Native Hawaiian or Pacific Islander	2		--	--		2		--	--	
White	28	21	75.0	--		29	17	58.6	--	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	53	36	67.9	--		53	32	60.4	--	
English Learners	15	8	53.3	--		15	9	60.0	--	
Students with Disabilities	12	5	41.7	--		12	4	33.3	--	

Upon completion of the Academic Program Survey, the team at HTHMA has decided to make the following changes to our approach to the CAHSEE. Please, note that HTHMA has fully embraced the new Common Core Standards and that these standards are not assessed on the CAHSEE.

Our student will take a practice CAHSEE in the fall so that students who need assistance can be targeted through a support x-block. Additionally, core 10<sup>th</sup> grade teacher (10<sup>th</sup> grade students take the CAHSEE exam) will spend time familiarizing students with the CAHSEE exam.

Also in accordance with the Academic Program Survey, school administrators will be incorporating more frequent regular observations of instruction to ensure proper preparation for the CAHSEE takes place.

HTHMA teachers and academic coaches are continuing to provide individualized instruction to struggling students. HTHMA is also increasing the number of credentialed teachers staffing the before and after school tutoring programs on site so that students will have greater access to individualized tutoring attention outside of regular class hours.

Lastly, HTHMA has two designated Resource Specialist who create, monitor, and implement Individual Education Plans. These staff members, along with academic coaches work in collaboration with teachers to ensure their instruction meets the needs of special needs students. Intervention strategies such as small group instruction, adaptive technology and tutoring assist special needs students in meeting the academic goals of the school.

**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Utilizing the state program evaluation tools, HTHMA has analyzed its program for curriculum alignment and implementation. In order to meet AYP HTHMA has to close the gap between previous proficiency rates and the set federal target of 100%. HTHMA has no significant sub-groups.

GOAL: Improve CAHSEE Math and ELA proficiency rates by 10% of difference between last year's rates and 100%. That means at least 72.5% for ELA and at least 65.5% for Math.

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

The LEA has worked collaboratively to create a list of strategies that is geared toward meeting each area of improvement. These strategies align directly to the site's single plan for student achievement. The strategies are listed below for each area of improvement.

Schoolwide, our plan for strengthening the core academic program is based on the following research-based strategies:

- Regular assessment of students' skills through formal diagnostics and using this data effectively to make instructional decisions.
- More intensive instruction for struggling students with increased instructional time and smaller instructional groups.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>The following specific actions support our goal to <i>improve mathematics and ELA performance</i>:</p> <ol style="list-style-type: none"> <li>1. Although the CAHSEE is not aligned with the Common Core Standards, HTHMA math and ELA has greater alignment to the Common Core Standards and is working with on math and ELA support through professional development and discipline meetings.</li> <li>2. Utilization of CAHSEE diagnostic tests to determine which students need support in which areas of Math and ELA.</li> <li>3. Student Support mathematics and ELA X-Blocks to provide targeted</li> </ol>	Chief Academic Officer, School Director, teachers, support staff, IT	March- June	\$25,000

academic tutoring and study skill support during school hours to students recommended by teachers.			
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**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>The HTH Statewide Benefit site operates the HTH Graduate School of Education that supports the initial training and ongoing development of teachers in the LEA.</p> <p>For Mathematic Teachers, the HTH Graduate School and the LEA will provide:</p> <ol style="list-style-type: none"> <li>1. Increased staff development time to meet by disciplines.</li> <li>2. Professional development on best practices for utilizing technology in the classroom: Our math coordinators will seek out professional development opportunities (both external workshops and internal expertise) to help our staff understand and develop best practices for using adaptive math technology. In addition, we will improve our frequency of collegial coaching and mentoring to support improvement in instructional practices and curriculum development.</li> <li>3. Increased use of reading and writing diagnostics to inform curriculum and teaching. These assessments will allow teachers to better adapt their curriculum development and teaching practices to meet students' needs.</li> <li>4. Professional development on best practices for supporting struggling</li> </ol>	<p>Chief Academic Officer, School Directors, Director of Student Information Systems, IT</p>	<p>August-June</p>	<p>\$5,000</p>

<p>readers and writers: Our English-Language Arts coordinator will seek out professional development opportunities (both external workshops and internal expertise) to help our staff understand and develop best practices for supporting struggling readers and writers. In addition, we will increase our frequency of collegial coaching and mentoring to support improvement in instructional practices and curriculum development.</p> <p>For all teachers, the HTH Graduate School and the LEA will provide additional staff meeting time for reflection and review of failing students throughout the school year: Increased meeting time for grade-level advisors will allow for more regular monitoring of failing students and development of early parental interventions.</p>			
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**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Integral to each schools, programs, the LEA will offer afterschool academic tutoring in math and English/language arts. Students will practice reading strategies, questioning strategies, annotation skills, note taking skills, and writing to think skills in English. In Math, students will receive targeted support in meeting math content standards as they relate to the common core and high school readiness. They will learn test language and strategies, process of elimination, logical removals, decoding question vocabulary, and accessing prior knowledge to better answer questions. They will also learn vocabulary and word parts to offer a stronger foundation in word analysis and reading comprehension. Finally, students will practice several writing styles to develop their writing skills for the test.</p>	<p>School Director, After School Staff</p>	<p>August-June</p>	<p>\$3,500</p>	

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The LEA regularly involves parents in improvement student achievement. The goal of the parent involvement includes:</p> <ul style="list-style-type: none"> <li>• Improving communication between school site (HTHMA) and families</li> <li>• Discussing current student assessment data and student progress</li> <li>• Discussion and support for parents</li> <li>• Providing information about school and district resources for student academic improvement</li> <li>• Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities</li> <li>• Providing training programs to help parents support and work with their children at home and at school</li> <li>• Valuing cultural diversity in the LEA.</li> </ul> <p>Further, the LEA will seek parental input from the parent meetings and training sessions will be shared with each schoolwide advisory group team. The goals provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.</p> <p>The LEA will also mail parent notices informing parent/community of meetings of interest. For the majority of meetings and events, parents</p>	<p>Chief Academic Officer, School Director, Web Developer</p>	<p>Ongoing</p>		

who speak English or Spanish as a first language will receive notices in their language.

During parent meetings, opportunities will be offered to articulate, discuss, and address parent suggestions. Responses to suggestions will be reviewed in a timely fashion; if possible, by the next scheduled meeting. Administrators from the LEA attend each meeting along with school directors.

Meetings with school directors from across all HTH sites will include topics that are appropriate for each schoolwide advisory team to encourage collaboration and alignment between sites.

The LEA will also notify parents annually of individual student assessment results. An explanation of the information is available in several languages.

The LEA will also make available a copy of the LEA plan and the PI addendum on each school's website.

To ensure that parents are equally involved in the improvement process, parents within the LEA have established a set of expectations that our parent may agree to as well to improve the outcomes of low performing students: These expectations include: As parents within the LEA we will support our child's learning by:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television my child watches
- Volunteering in my child's classroom whenever possible
- Participating, as appropriate, in decisions relating to my child's education



<ul style="list-style-type: none"><li>• Promoting positive use of my child's extracurricular time</li><li>• Staying informed about my child's education and communicating by promptly reading all notices received by my child or by mail and responding, as appropriate.</li></ul>				
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** High Tech High Media Arts

**County District Code:** 37 68338 0108787

**Date of Local Governing Board Approval:** January 30, 2014

**District Superintendent:** Larry Rosenstock

**Address:** 2861 Womble Road

**City:** San Diego

**Zip Code:** 92106


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lrosenstock@hightechhigh.org

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:**

  
\_\_\_\_\_  
Signature of Superintendent      LARRY ROSENSTOCK      Printed Name of Superintendent      Jan 30, 2014      Date

  
\_\_\_\_\_  
Signature of Board President      GARY JACOBS      Printed Name of Board President      Jan 30, 2014      Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.