

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 Elementary Chula Vista (HTMCV) is in Program Improvement.

HTMCV opened in 2011 to a full complement of students in grades 6-8. HTMCV's base API score was 782 for 2012. Only in its second year of operation during the 2012-2013 school year, HTMCV missed its target API score by 18 points. Despite a 19 point gain over 2012 base goals for the English learner subgroups, two subgroups, Hispanic or Latino and socioeconomically disadvantaged, saw the largest gap between base API and growth API (-17 and -23, respectively). In addition, HTMCV met 11 of 17 requirements for AYP in 2012-2013, particularly with regards to target score percent proficiency in English Language Arts and Math for Hispanic/Latino, socioeconomically disadvantaged, English learner students, and schoolwide.

In English Language Arts, HTMCV did not meet AYP targets for Hispanic or Latino and socioeconomically disadvantaged subgroups, but did make AYP under the Safe Harbor provision for English learner subgroup. In mathematics, HTMCV failed to make AYP for Hispanic or Latino and socioeconomically disadvantaged subgroups, but did make AYP under the Safe Harbor provision for the English learner subgroup. As a result, the school is in its first year of Program Improvement.

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

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number Above Proficient	Percent Above Proficient	Met AYP Criteria	Alternative Method	Valid Scores	Number Above Proficient	Percent Above Proficient	Met AYP Criteria	Alternative Method
<b>Schoolwide</b>	322	175	54.3	No		322	142	44.1	No	
Black or African American	20	10	50.0	--		20	8	40.0	--	
American Indian or Alaska Native	5		--	--		5		--	--	
Asian	7		--	--		7		--	--	
Filipino	28	19	67.9	--		28	18	64.3	--	
Hispanic or Latino	237	121	51.1	No		239	91	38.1	No	
Native Hawaiian or Pacific Islander	1		--	--		1		--	--	
White	21	15	71.4	--		22	14	63.6	--	
Two or More Races	3		--	--		0		--	--	
Socioeconomically Disadvantaged	168	90	53.6	No		169	66	39.1	No	
English Learners	63	30	47.6	Yes	<u>SH</u>	63	24	38.1	Yes	<u>SH</u>
Students with Disabilities	29	12	41.4	--		29	13	44.8	--	

Some of the factors that contributed to this performance are an increase in the number of diverse students served at HTMCV. Also, additional analysis of the STAR data indicates that HTMCV students need additional instruction in certain cluster areas more than others. Although there are other cluster areas to focus on to increase performance, the largest needs for improvement are in the following areas:

*English Language Arts*

Grade Six students need additional help on: Reading Comprehension, Literary Response and Analysis and Writing Strategies

Grade Seven student need additional help on: Writing Conventions and Writing Strategies

Grade Eight students need additional help on: Literary Response and Analysis and Writing Strategies

*Math:*

Grade Six students need additional help on: Algebra Functions and Measurement Geometry

Grade Seven: Multistep Problems, Graphing and Functions, Measurement Geometry and Statistics, Data Analyses and Probability

Grade Eight students need additional help on: Measurement Geometry and Statistics, Data Analyses and Probability.

*History:*

Grade Eight Students need additional help on: Ancient Civilizations, Late Antiquity and Middle Ages, and the US Constitution

*Science:*

Grade Eight Students need additional help on: Forces, Density and Buoyancy, Structures of matter, and Periodic Table.

Upon completion of the Academic Program Survey, the team at HTMCV will perform the following specific actions to improve student achievement in these areas:

**The implementation of the Khan Academy and ST Math in mathematics classes.** Math teachers at HTMCV are utilizing online math software programs Khan Academy and ST Math to increase both procedural practice and conceptual understanding of math concepts.

**Alignment of math curriculum across grade levels.** Math teachers will develop curriculum maps that articulate academic learning goals and expectations based on HTMCV's mission and the California State Standards. These efforts will better prepare our students for grade-level transitions in math and high school/post-secondary academic readiness.

**Morning meetings and bi-monthly after-school meetings dedicated to assessment analysis and curriculum development.** HTMCV staff meet every morning and bi-monthly to examine student work, discuss curriculum design and evaluate student assessment data. Utilizing meeting time with staff members is a pivotal part of our staff's professional development.

**The use of academic coaches to provide one on one and small group instruction in mathematics to struggling students.** To ensure each child at the school is receiving the appropriate academic supports needed, HTMCV uses academic coaches in classes and after school to assist students. Small group instruction and one on one tutoring are key pedagogical approaches used by the academic coaches.

**Alignment of projects to Common Core standards.** HTMCV routinely examines the curriculum, to ensure that students are being taught the appropriate standards. HTMCV staff will meet in discipline groups to examine and alter projects to specifically address the Common Core standards.

**Creation of X-Blocks dedicated to mathematics, writing and reading comprehension.** HTMCV has created X-Blocks dedicated to improving our students' mathematics and English Language Arts skills. Utilizing the academic coaches and the adaptive programs, students will receive small group and one on one instruction in the areas they need most.

**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, HTMCV has analyzed its program for curriculum alignment and implementation.

Based on the analysis of state level data and internal diagnostic assessments, HTMCV has identified areas of improvement that focus on performance and alignment to the Common Core. By focusing on the Common Core, HTMCV intends to meet the requirements for AYP as well as increase the school's overall California API scores.

GOAL 1: HTMCV will improve the post secondary academic readiness of economically disadvantaged students by increasing their success in math

GOAL 2: HTMCV will improve the post secondary academic readiness of economically disadvantaged students by increasing their success in English Language Arts.

GOAL 3: HTMCV will improve the academic readiness of economically disadvantaged students and English learners by providing multiple opportunities for parent and family involvement.

In lieu of State standardized assessments, HTMCV will use the following diagnostic assessment to measure progress toward the above goals:

HTMCV plans to use the following diagnostic assessment to determine the academic growth of students:

*ST Math Performance Growth:* By class, teachers will examine the growth the mathematics performance of each student. Data will be examined and shared at staff meetings at least three times per year.

*ELA:*

*All Subjects:* Staff will examine student work to discern the quality of the student work and the extent to which student work aligns with

content standards. Student work will be examined at least 6 times per year.

*Grades:* Students will be provided with formal report cards twice yearly, with progress reports sent twice yearly. Students and parents also have 24/7 access to grades via the online student information management system PowerSchool. Students receiving C- or below may be placed into XBlock tutoring to ensure they are getting the need supports.

*Student Led conferences:* Twice per year, students will complete a student led conference in which they share their academic growth and need areas with their teachers and parents.

*Presentations of Learning:* At least twice per year student will present on their learning from the core academic classes to their teachers, peers and parents. Students will be assessed using a teacher created rubric and scores reported.

**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 are geared toward meeting each area of improvement. These strategies align directly to the site's single plan for student achievement. These strategies include:

-Regular assessment of students' skills through formal diagnostics, utilizing this data to inform instructional decision-making.

-Increased instruction and support for struggling students with increased instructional time and smaller instructional groups.

-(Math) Instruction grounded in Common Core standards that integrates direct instructional practices with project based learning inquiry-driven approaches which are driven by essential questions.

**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 increase the post secondary academic readiness of economically disadvantaged students by increasing their success in math:</p> <ol style="list-style-type: none"> <li>1. HTMCV will align math curriculum across grade levels by transitioning to Common Core standards in 6<sup>th</sup> and 7<sup>th</sup> grades and providing professional development time for math teachers to align curriculum across grade levels.</li> <li>2. HTMCV will utilize innovative software programs to enhance and personalize math instruction including Khan Academy and ST Math.</li> <li>3. HTMCV will provide academic tutoring and study skill support by creating a math “x block” and providing afterschool tutoring</li> <li>4. HTMCV will hire additional faculty to offer additional support particularly in 6<sup>th</sup> and 7<sup>th</sup> grade math classes</li> </ol> <p>The following specific actions support our goal to improve the post secondary academic readiness of economically disadvantaged students by increasing their success in English Language Arts:</p> <ol style="list-style-type: none"> <li>1. Access to a wide variety of texts by expanding classroom libraries and acquiring class sets of e-readers with interactive features to support literacy development</li> </ol>	<p>School director, Faculty K-5, Math Coordinator</p> <p>School director, Math Faculty</p> <p>School director, Math Faculty</p> <p>School director, Inclusion specialist</p> <p>Faculty 6-8</p>	<p>8/13-06/14</p> <p>08/13-6/14</p> <p>09/13-06/14</p> <p>08/13-06/14</p> <p>08/13-06/14</p>	<p>General budget</p> <p>General budget</p> <p>General budget</p> <p>General budget</p> <p>General budget</p>

<p>2. English Learner support via professional development and additional hiring of academic coaches to support English learners in the classroom</p> <p>The following specific actions support our goal to improve the academic readiness of economically disadvantaged students and English Learners by providing multiple opportunities for parent and family involvement:</p> <p>1. HTMCV will enhance communication with families by providing translation services for all written communication and by having teachers maintain up-to-date digital portfolios with daily agendas, project resources, and parent resources.</p> <p>2. HTMCV will provide support for families related to academic support and child development by hosting family workshops on a variety of topics.</p>	<p>School director, Inclusion specialist</p>	<p>08/13-06/14</p>	<p>General budget</p>
	<p>School director, Spanish translator, Site manager, Faculty 6-8</p>	<p>08/13-06/14</p>	<p>General budget</p>
	<p>School director</p>	<p>08/13-06/14</p>	<p>General budget</p>

**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

<p>Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.</p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost/ Funding Source (including 10% set- aside from Title I, Part A)</p>
<p>Review of performance in targeted areas will be conducted through morning meetings and bi-monthly after-school meetings dedicated to assessment analysis and curriculum development.</p>	<p>School director, Faculty 6-8</p>	<p>08/14-06/14</p>	<p>General budget</p>

HTMCV staff meet every morning and bi-monthly to examine student work, discuss curriculum design, and evaluate student assessment data. Utilizing meeting time with staff members is a pivotal part of our staff's professional development and helps to ensure that data are reviewed appropriately.

In addition, five primary staff supports will be launched during the 2013-2014 school year. These include:

1. Professional development workshops for all staff conducted by Zoltan Sarda and other HTH faculty to increase our capacity to address family needs as they arise.
2. Staff meeting time for reflection and review of HTMCV family engagement throughout the school year.
3. Support for refinement of Teacher Digital Portfolios, the primary means of weekly communication with families.
4. Upon request, teachers may be offered financial support to take Spanish language classes in an effort to enhance their communication with Spanish speaking families.
5. Individual support from HTMCV Director to teachers who need resources in communicating effectively with specific parents/guardians. HTMCV Director will consult with other HTH Directors to calibrate responses.

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.



**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>HTMCV 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>Afterschool Program Director, School Director, Faculty 6-8</p>	<p>08/14-06/14</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 (HTMCV) 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> </ul>	<p>School Director</p>	<p>Ongoing</p>	<p>n/a</p>	

- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- Providing training programs to help parents support and work with their children at home and at school
- Valuing cultural diversity in the LEA

Further, the LEA seeks parental input from parent meetings and training sessions that 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.

The LEA will also mail parent notices informing parent/community of meetings of interest. For all meetings and events, parents 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.

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<p>To ensure that parents are equally involved in the improvement process, parents within the LEA have established a set of expectations that our parents must agree to in order to improve the outcomes of low performing students. These expectations include:</p> <ul style="list-style-type: none"><li>• Monitoring attendance</li><li>• Making sure that homework is completed</li><li>• Monitoring amount of television that their child watches</li><li>• Volunteering in their child's classroom whenever possible</li><li>• Participating, as appropriate, in decisions relating to their child's education</li><li>• Promoting positive use of their child's extracurricular time</li><li>• Staying informed about their child's education and communicating by promptly reading all notices received regarding their child 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 Middle Chula Vista

**County District Code:** 37-76471

**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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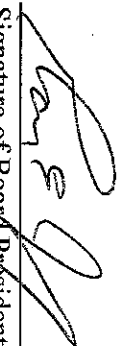
**Signatures:**

**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.