

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

For school districts and county offices of education, mail original and two copies to:

**California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

For direct-funded charter schools, mail original and two copies to:

**California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): High Tech Middle Media Arts

County/District Code: 37-68338-0107573

Dates of Plan Duration: **September 15, 2005 to June 30, 2008**

Date of Local Governing Board Approval:

District Superintendent: Mr. Larry Rosenstock

Address: 2861 Womble Road

City: San Diego

Zip code: 92106

Phone: 619-243-5025

Fax: 619-243-5050

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.

Mr. Larry Rosenstock

Date

Signature of Superintendent

Mr. Gary E. Jacobs

Date

Signature of Board President

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Obtain input from councils, committees, and community members.
	2. Include the LEA’s vision/mission statement, description/profile.
	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
	4. Analyze current educational practices, professional development, staffing, and parental involvement.
	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
	6. Review all available resources from federal, state, and local levels.
	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
	8. Obtain local governing board approval of the LEA Plan.
	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A			33,938	22%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality			6,822	
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities			\$798	
Title V, Part A, Innovative Programs – Parental Choice			\$2081	
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL			43,639	

School 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 Middle Media Arts is organized for independence, flexibility, and links to the community. It is a public charter school, operated as a non-profit corporation.

Students are admitted to High Tech Middle 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 student and their family are aware of HTMMA's project based emphasis and non-tracked courses of study.

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

1. _____ *
2. _____ #
3. _____ \$
4. _____ \$
5. _____ \$
6. _____ \$
7. _____ \$
8. _____ \$
9. _____ \$
10. _____ \$
11. _____ \$
12. _____ \$
13. _____ \$
14. _____ \$
15. _____ \$
16. _____ \$
17. _____ \$
18. _____ \$
19. _____ \$
20. _____ \$

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 Middle 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 HTMMA philosophy and program. It is expected that all students will be visited by their advisor during the students first year at High Tech Middle 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.

Assessment at High Tech Middle 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 Middle 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 Middle Media Arts has now instituted a 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 – previously called “high stakes event”
2. Reflective Portfolio POL – previously called “portfolio POL”
3. Project Specific POL – previously called “project presentation”
4. Personal Growth POL – previously called “reflective 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 Middle 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 Middle 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"> • ELL students will have additional instructional support to improve reading comprehension. 	<p>Administration Faculty</p>		<p>\$15,000</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 Middle 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 	Administration Faculty		\$12,000	General/Special Ed
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Before and after school support is provided by High Tech Middle 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. 	Administration Faculty		\$5,000	General/Special Ed

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 Middle 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 Middle 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 Middle Media Arts projects website for other teachers to utilize. • Collaborative training with San Diego County Office of Education will occur annually. • High Tech High 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. • # 				
<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 Middle Media Arts Parents Association. • Monthly parent-community meetings are held to encourage involvement • Parents are active participatants in the daily duties at High Tech Middle Media Arts. • The school’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 Middle 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 Middle Media Arts will evaluate strengths and weakness of school programs. • High Tech Middle 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 Middle Media Arts will have a plan for each student's academics. • 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>#</p> <p># + \$ -</p> <p>\$ * \$ #</p> <p>\$ #</p> <p># 2 2 \$</p>	<p>#</p> <p>Administration \$</p> <p>Faculty / #</p> <p># + \$ #</p> <p>2 #</p> <p>2 ;</p>	<p>\$21,000 #</p> <p># +</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 Middle 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>

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 Middle 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 school will purchase materials on the State-Adopted List. High Tech Middle Media Arts will utilize the textbooks as needed. • High Tech Middle Media Arts will provide information about “what all students need to know” and ensure that these goals are standards-aligned. • High Tech Middle 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 for 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 Middle Media Arts including the ability to view their child's grades and assignments from home. 	Administration Faculty		\$45,000	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 Middle 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 Middle 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		\$6,000	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 Middle Media Arts Parents Association. Monthly parent-community meetings are held to encourage involvement Parents are active participants in the daily duties at High Tech Middle Media Arts. The school'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	General
<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 6th, 7th, and 8th graders will link students with older students as they transition. High Tech Middle 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 Middle Media Arts will evaluate strengths and weakness of school programs. • High Tech Middle 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 Middle 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>\$20,000</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"> a. Teachers and Advisors create plans of intervention and meet with students and parents regarding a student’s math curriculum. b. Math tutorial programs (lunch and after school) for lowest performing students. c. Teachers and advisors are responsible for the follow-up of each student that is low-performing. Advisors access student grades on line (via powerschool) 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"> a. Differentiated instruction is implemented in all math classrooms to ensure students reach standards. b. Services for special education students include Braille texts, enlarged printed materials and equipment. c. 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)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <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)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>High Tech Middle Media Arts does not receive title III funding, however does have a plan in place for EL students. 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/school 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>
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <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/school 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.
--	--

Required Activities	<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 style="text-align: center;">\$ < # < ' < #</p> <p style="text-align: center;">7 \$ \$ #</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>
---------------------	---	--

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 Middle 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: 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.

	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe: As a small charter school, High Tech Middle 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
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	If yes, describe: High Tech Middle 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 Middle Media Arts funds will be used to develop the supplementary/intervention curriculum at all levels and assessments.

		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 Middle Media Arts has an instructional technology department that supports site teacher/staff in developing web-based instructional lessons. IT staff 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, graphic arts, and computer 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 Middle 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 Middle 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>
---	---

Required Activity	<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 style="text-align: center;">\$ < (\$) < & <</p> <ul style="list-style-type: none"> • ! , , • < 7 @ 6 ! • <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 31st. 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> <p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>
-------------------	---	---

<p style="text-align: center;">Required Activity</p>	<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 Middle 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 Middle 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 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, 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. <p>Tester/Instructional Assistant (T/IA) for student assessment, curriculum/instructional team planning, Student English Progress/Program Documentation</p>
	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 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 <p>Provide comprehensive parent training program to maximize quality parent involvement and Home/School partnerships with community organizations available at parent meetings.</p>
----------------------	--	------------	---

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 Middle Media Arts has been a consistent priority for the past four years. The school has been at the forefront of creating time for teachers and administrators to come together as a learning community. High Tech Middle 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 Learning Institute Seminar (annual) • Structure opportunities for collaborating by subject, clusters, network schools 	<p style="text-align: right;">\$ \$ \$</p> <p style="text-align: center;">\$ \$</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 • 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 Middle 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 style="text-align: center;"> \$ \$ - = \$ \$ - ! < </p>	<p>Administration Faculty</p>		<p>\$20,000</p>	<p>General</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 style="text-align: center;">\$</p> <p style="text-align: center;">2 + #</p> <p style="text-align: center;">\$ 5 #</p> <p style="text-align: center;">\$ \$ \$</p>	<p>Administration Faculty</p> <p>#</p> <p>2</p> <p>\$</p> <p>#</p> <p>2</p> <p>\$</p> <p>#</p>		\$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</p>	Administration		\$9,000	General

<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 Middle 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 Middle 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"> □ 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 	Administration Faculty		\$20,000	General

<ul style="list-style-type: none"> □ 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. 				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Teachers will all have valid credentials for teaching in California. In addition High Tech High 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 in the areas of core content mastery, testing and assessment, Literacy, heterogeneous grouping, project-based learning.</p>	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General Grants</p>

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

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 Middle Media Arts school campus provides a safe and orderly environment that nurtures learning. Eighty three percent of students surveyed feel safe at school. 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 to leave HTMMA. As a result, in the past four years, we’ve had less than three fights at the school. High Tech Middle Media Arts uses a standard computer for attendance and daily calls home are made if students are absent. High Tech Middle Media Arts is a school of choice and mobility and behavior are averted because of our project based approach to education.</p>	<p>Students are supported at High Tech Middle Media Arts through an advisory program with a student/teacher ratio of 15:1. The program could use more structure around events that foster development for middle school students to preparing them for high school while also supporting social issues that surround middle school students today. High Tech Middle Media Arts would like to improve the lunch offerings.</p> <p>Plan: To improve our course offerings for students regarding health, drug awareness, conflict awareness, and sensitization training. All students will be exposed to course curriculum in these areas each year at High Tech Middle Media Arts.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

High Tech Middle Media Arts is not involved in any state funded programs, however has adopted it's own code of academic integrity as follows:

CODE OF ACADEMIC INTEGRITY

The students of all High Tech High schools, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.¹

Definition: Violations of the Code of Academic Integrity may take several forms. Any of the following,

without full acknowledgment of the debt to the original source, counts as plagiarism:²

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- duplication in any manner of another's work during an exam;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;
- submitting one's own work which has already been submitted for assessment purposes in another subject;
- producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work

Note: Students are responsible for clarifying expectations and following the code with all assignments and in all disciplines.

Examples:

This page gives examples of acceptable and unacceptable uses of sources in writing.

www.oregonstate.edu/admin/stucon/plag.HTMMA

This brief guide from the Paul Robeson Library provides an excellent overview.

¹ "Code of Honor," n.d., <www.nd.edu> (15 September 2003)

² "Guidelines for Plagiarism," n.d., <www.services.unimelb.edu> (15 September 2003)

www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.HTMMAI

Consequences:

First Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) teacher contacts advisor and parents.

Second Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) a meeting is scheduled with student, parent, teacher, advisor, and administrator.

Third Offense: Varies from failure of course to separation from High Tech High

Behavior: *HTMMA students and staff are expected to respect others and support teaching and learning. Prohibited behavior includes offensive language, ignoring a staff request, threats, slander, sexual harassment or misconduct, lying, theft, and fighting. Willfully causing physical harm to another member of the HTH community will lead to an expulsion hearing. Any student who steals from the school, another student, or a staff member will be subject to an expulsion hearing.*

Weapons: *Guns, knives, explosives, or weapons of any type are not permitted in the school, on the campus, and anywhere on the premises. Violations will lead to expulsion. Items that appear to be weapons are prohibited as well.*

Drugs, alcohol, and tobacco: *Drugs, alcohol, and smoking are prohibited in the school, on the campus, or at off-campus school functions. Violations will lead to an expulsion hearing.*

Personal electronics: *Cell phones, pagers and/or beepers must be off from 8:30 a.m. until 3:45 p.m. and stored in backpacks, except during lunch. Walkmans, and all similar electronic devices, must be off and stored in backpacks from the time you enter the school building until 3:45 p.m. Headphones may be used in the school only when provided by, and under the supervision of an HTMMA faculty member.*

Computer games: *Playing computer games or video games on campus is unacceptable at anytime.*

► **Disciplinary Consequences**

The purpose of disciplinary action at HTMMA is to ensure that both individual students and the HTH community stay focused on growth and learning. Prompt resolution of the problem or issues is expected. Discipline may include a warning to the student, parent notification, and a written commitment by the student to improve his/her behavior and/or performance. In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

Academic consequences: Infractions that are primarily academic in nature, such as non-participation in class or turning in an assignment late, may result in students receiving a lower grade.

Suspension: A student may be suspended from school for one to three days, if deemed necessary. Academic make-up work is required. Return to school is contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward.

Expulsion: After a proper investigation and hearing, a student may be expelled from HTMMA.

- *When the student's behavior renders it appropriate*
- *When the student has demonstrated s/he does not value his/her place at the school*
- *When expulsion is in the greater interest of the school community.*

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>The school adheres to a zero tolerance policy in incidences of violence and alcohol, tobacco, and other drug use.</p> <p>At High Tech Middle Media Arts where students are known well, the Dean of Students will handle all behavioral issues and incorporate on an as needed basis the assistance of counselors, law enforcement, parents, and other officials related to the matter at hand.</p>	

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

NOT APPLICABLE TO HTMMA

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _ / _ / _ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % / / A A B</p>	<p>5th — % 7th — % 9th — % / / A A B</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % / / A A B</p>	<p>7th — % 9th — % / / A A B</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: _/_/_ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

<p style="text-align: center;">LEA Specified Performance Measures</p> <hr/> <p style="text-align: center;"><u>Powerschool</u> (Process to Collect Data)</p>	<p style="text-align: center;">Performance Indicator Goal</p>	<p style="text-align: center;">Baseline Data</p>
<p>The school will monitor truancy rates through the student information system known as Powerschool. Teachers will be responsible for taking attendance at each block or period and daily reports will be generated to check attendance levels. Students will be monitored closely for truancy issues.</p> <p>The school safety plan will be updated annually.</p>	<p style="text-align: center;">96% attendance rate</p>	<p>Powerschool and teacher observations of students in a small school environment will determine truancy levels.</p>

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
x	After School Programs	The school will offer an after school program where students will gain confidence in their social skills and will also participate in educational classes such as technology, anime, graphic arts, and botball.	Grades 6-8
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		

	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

N/A

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

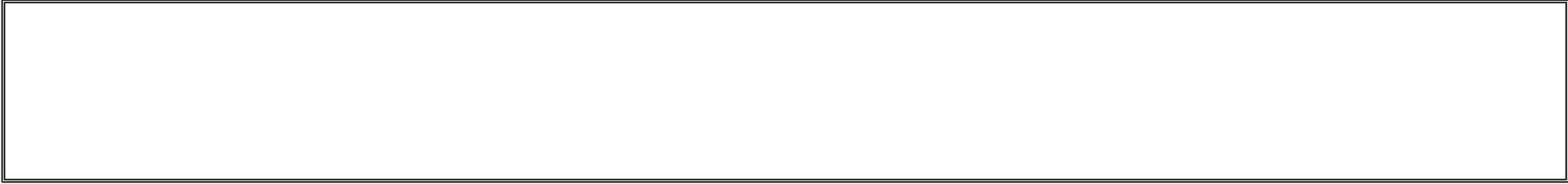
Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

The school will make available annual school quality review reports whereby a third party will assess the school on a variety of topics in addition to the SDFSC. The school will post the school's annual review on the website. For those interested in a hard copy, the school will provide a contact to obtain one.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])



Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

During the initial orientation dates for the school, parents will be familiarized with the Parent Association and can become an active participant in the school. The association conducts organized monthly meetings. A monthly newsletter entirely put together by parents is a key communication tool for the school. All parents with emails have been added to the High Tech High address book of emails to help facilitate parent teacher communication. The parent association may also report to the board and other stakeholders to collaborate on the development and implementation of mutual projects. Parents who are not involved in the parent association will still be updated on events held by the parent organization and or the school through electronic communication, mailings, and phone calls. Personnel issues are confidential and will be treated appropriately.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b] [3])

Position/Title	Full time equivalent

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)	Students will participate in career and college activities to ensure long range goals of attaining a college degree.	All	Sept. 2005, Nov. 2005, Feb. 2006 Administrator Teachers Staff	100% of the students at High Tech Middle Media Arts will participate in goal setting and talking about future college plans through their advisories.	General
5.2 (Dropouts)	Students are counseled on the importance of school and work on college awareness activities. Advisors do home visits to assist families with difficulties regarding students attendance.	All	Sept. 2005, Nov. 2005, Feb. 2006 Administrator Teachers Staff	0% of High Tech Middle Media Arts students will drop out of school.	General
5.3 (Advanced Placement)	Students are expected to achieve at a minimum standard to advance at High Tech Middle Media Arts. Advanced Presentations are required by each student as well as subject mastery. POL's are required of	All	Dec.2005 June.2006 Administrator Teachers Staff	100% of the students at High Tech Middle Media Arts will complete high level work at High Tech Middle Media Arts. All students will	General

	each student.			complete a POL to advance.	
--	---------------	--	--	----------------------------------	--

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.

HTMMA 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 Middle Media Arts and receipt of student cumulative files including test results.

In a personalized learning environment, such as High Tech Middle 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 Middle 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 Middle 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.

• # \$ #)
 • 0 - # # + \$
 • ,
 • * \$ / # \$
 • # + \$
 • # 2 # # + \$
 • # 2 # 2 \$ 2 2

;

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 Middle 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 Middle 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 Middle 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 HTMMA advisory program is very successful in ensuring coordination of all services for each student at High Tech Middle Media Arts. Each student eligible to receive services under title I will receive services in a specified amount based on a funding formula for the title I allocation. It is anticipated that each eligible student will receive approximately \$500 worth of services over the course of the academic school year.

