

(Rev 12-07)
California Department of Education
School and District Accountability Division
use only)

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Application #	
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No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Educational Agency (LEA): High Tech Elementary

County/District Code: 37-68338-0131565

Dates of Plan Duration (should be five-year plan): August 24, 2015- August 24, 2020

Date of Local Governing Board Approval: February 11, 2015

District Superintendent: Larry Rosenstock

Address: 2861 Womble Road

City: San Diego

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

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

Larry Rosenstock

Printed or typed name of Superintendent
Superintendent

Date

Signature of

Gary Jacobs

Printed or typed name of Board President
President

Date

Signature of Board

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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

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	
√	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
√	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
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		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

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A 2016-17	0	42,000	39,958	95.1%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality 2016-17	0	800	761	95.1%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	0	0	0
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	80,000	76,110	95.1%
21 st Century Community Learning Centers	0	0	0	0
Other (describe)	0	0	0	0
TOTAL	0	122,800	116,829	95.1%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education		0		
EIA – Limited English Proficient		0		
State Migrant Education		0		
School and Library Improvement Block Grant		0		
Child Development Programs		0		
Educational Equity		0		
Gifted and Talented Education		0		
Tobacco Use Prevention Education – (Prop. 99)		0		
High Priority Schools Grant Program (HPSG)		0		
School Safety and Violence Prevention Act (AB 1113)		0		
Tenth Grade Counseling		0		
Healthy Start		0		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		0		
Other (describe)		0		
TOTAL		0		

Part II
The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

District Profile

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

Mission

Launched by a coalition of San Diego civic leaders and educators in September 2000, High Tech High began as a small public charter school serving 530 students. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education. The schools aim to combat the twin issues of student disengagement and low academic achievement by creating personalized, project-based learning environments where students are known well and are challenged to meet high expectations.

At HIGH TECH ELEMENTARY, all students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. The curriculum is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance-based: students develop projects, solve problems, and present findings to community panels.

The mission of all HTH schools, whether at the elementary, middle or high school level, is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for post secondary success and productive citizenship. The primary goals of HTH are:

- To provide all HTH students with an extraordinary education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.
- To improve public education in California by training and preparing educators to teach in and lead innovative small public schools.
- To integrate technical and academic education in schools that prepare students for post-secondary education and for leadership in the high technology industry.
- To increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy.

Design Principles

HTH is guided by three design principles:

Personalization: HTH personalizes learning to the unique needs of individual students by operating small schools wherein all students are known well by multiple adults in the school. An emphasis on project-based learning affords teachers the opportunity to encourage students to explore their personal interests and to customize learning to the unique abilities of all students. In addition, as students progress into grade 6 and beyond, their work finds personalized, unique expression in the form of personal digital portfolios containing many work samples and reflections on learning.

Adult World Connection: At all levels, HTH schools strive to make permeable the walls separating students from the adult world they are preparing to enter. This includes creating opportunities to imbed student learning in adult contexts outside school and encouraging community members to come into HTH schools to help students with projects and provide authentic assessment of their work. HTH students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through fieldwork experiences, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Committed to the notion that students learn best when the school community believes that all students are on the path to college attendance and future success, HTH schools avoid “tracking” and other forms of ability grouping whenever possible, at all grade levels K-12.

HTH has used these design principles to develop a common set of learning goals that encourage 21st century learning concepts. Among them include:

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

- Collaboration (How do I work with others?)
 - In addition to working as a self-directed learner, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
- Technology (How do I use technology?)
 - HTH students use technology to problem solve and to enhance their project work.
- Communication (How do I take in and express information?)
 - Students’ oral and written communication skills are assessed by HTH faculty, peers, and members of the community. Faculty emphasize student writing across content area as a focus for program development and assessment.
- Art and Design (How do I give shape and form to my ideas?)
 - HTH students study four basic elements of art: history, production, aesthetics, and criticism. They learn how to communicate new ideas through self-expression and develop an artistic understanding of the world.
- Community Ethics and Responsibility (How do I demonstrate good citizenship in the HTH community?)
 - Demonstrate positive and productive citizenship and an appreciation for diversity. Establish a global vision of ethical issues through exploration in science, humanities, advisory groups and community meetings. Demonstrate skills in resolving conflicts through positive, non-violent alternative actions.
- Critical Thinking (How do I think critically?)
 - In all projects and courses, staff and students practice asking these critical questions:
 - perspective: examine an issue from multiple viewpoints
 - evidence: support conclusions with facts
 - relevance: apply knowledge outside of the classroom
 - real-world connection: connect learning in the classroom with the world outside of school through active participation

Schools and Student Population

High Tech Elementary (HTe) strives to serve a population of students that represents the racial, ethnic and socioeconomic diversity of the local community. The target composition for each school differs depending on the community, but HTH seeks a high degree of student diversity. Each school strives to seek a student body consisting of a minimum of 40% participation in the National School Lunch Program (NSLP). HTe serves 392 students. 53% of those students are low income, qualifying for free or reduced price lunches. 21% are English Language Learners and 9% receive Special Education services. We serve a population that is 31% Caucasian, 15% African American, 34% Hispanic, 6% American Indian, 2% Pacific Islander, and 13% Asian.

Curriculum and Instructional Design

HTE teachers work in teams of three to create curriculum that is integrated across subjects and aligned with Common Core standards. The guiding pedagogy at HTE is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials¹.

At HTE, project-based learning is a key ingredient to serving a diverse population of students. HTE students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an additional and arguably more authentic element of accountability for quality work. HTH works diligently to provide exemplars of outstanding project-based instruction to its teachers so that all teachers may achieve base mastery in HTH teaching practices. An ever-growing archive of projects demonstrating HTH instructional methodologies may be found at <http://projects.hightechhigh.org/>.

Assessment and Programmatic Structures

Assessment at High Tech Elementary

Unlike many traditional public schools, where students progress simply by putting in class time and passing multiple choice tests, HTH schools implement a wide assortment of ongoing authentic assessments. At the elementary school level, sites will use multiple measures of assessments to maintain a balanced assessment system. The assessments are linked to grade-level expectations in literacy, mathematics, science, history-social science, and applied learning. The goal of assessment is to provide information for:

1. Curriculum planning, determining and planning instructional practices.
2. Special needs and interests of students.
3. Feedback to students regarding their individual progress.
4. Program evaluation and accountability.
5. Students to be self-assessors of their own work.
6. Communication to parents and the larger community.

In addition to Standardized Testing the following assessments are used:

- Performance-Based Assessment –HTE administers performance-based assessments in ways that enable children to demonstrate what they know and what they are able to do. Performance-based assessments include, but are not limited to:
- Exhibits, Demonstrations and Presentations: These projects represent a culmination of the student's learning in curricular areas; they may be written or oral. They may also reflect interdisciplinary themes applied to core curriculum.
- Calendared Classroom Assessments: Teachers design quizzes problems and exit slips to assess childrens progress toward expected outcomes in the project.

¹ Definition from Autodesk Foundation. See <http://www.k12reform.org/foundation/pbl/pbl.htm>.

- Teacher Prepared Assessment Instruments - Teachers design appropriate tasks that measure understandings and progress toward expected outcomes in the project.
- Student Journals – Students keep reflection journals to record their understanding and thinking skills.
- Formal Assessment Reports to Parents – A formal progress report to parents is sent home two times per year. Students are assessed in projects, reading and math.
- Conferences are conducted throughout the school year and include:
 - Student Led Conferences: These are scheduled two times per year. At these conferences students share samples of current student work, with a self-assessment on each piece. Students also state their goals and expectations for the following trimester.
 - Child/Teacher Conferences: Meetings are scheduled at the parent or teachers' request, to discuss and evaluate a child's progress.
 - Other Conferences – These are scheduled as needed to ensure that the program is meeting the student's needs.

Student success requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. Resources for HTH teachers implementing the alternative forms of assessment practiced at High Tech Elementary are constantly being refined and made available within High Tech High's On-line Resource Center – <http://www.hightechhigh.org/resource-center/> and within the online Project Archive – <http://projects.hightechhigh.org/>.

Grades and Testing

In addition to the trimester progress reports, students are also given a narrative-form report card at the end of the academic year. They participate in standardized exams such as the California Standards Tests, and state physical fitness tests, at 5th grade.

The following table outlines the assessments used at HTe and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum.

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
CELDT	Within the first 30 days of instruction, annually for students identified as English Learners on the Home Language survey	To assess English Language proficiency
California Alternate Performance Assessment	Late Spring	Students with Significant Cognitive Disabilities which prevents them from taking the CST or CMA.
School-wide Exhibitions (3)	December Late March Early June	Demonstrate presentations of learning to teachers, parents, and community.
CA Fitness Test	Spring	5 th grade only. Required by the Federal Government to ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.

SBAC	Spring	Tests student knowledge of the Common Core

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

Per NCLB Section 1112 regarding Local Educational 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 2015-2016.

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 Common Core Standards:</p> <p>High Tech Elementary (HTE) will take the following steps to align instruction with Common Core Standards:</p> <p>Directors training:</p> <ul style="list-style-type: none"> • Director will participate in professional development in Literacy and Mathematics instructional practices • Director will conduct classroom walkthroughs. • Director will participate in weekly organizational meetings and bi-monthly professional development sessions. <p>Teacher training: High Tech Elementary Faculty will participate in professional development in the following areas:</p> <ul style="list-style-type: none"> • Literacy integration into projects • Fountas & Pinnelle Guided Reading instruction and assessments • Mathematics integration into projects 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Director and faculty time included in base salary. No additional cost.</p> <p>Director and faculty time included in base salary. No additional cost.</p>		
<p>2. Use of Common Core-aligned instructional materials and strategies:</p> <p>General Education and Special Education faculty use instructional materials that support skills and content aligned with Common Core expectations including Guided Reading materials published by Houghton Mifflin, <u>Lindamood Phoneme Sequencing Program</u> for Reading, Writing, Spelling and</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Literature for classroom and instructional materials for startup</p>	<p>\$256,960 One time</p>	<p>Public Charter School Grant Program startup costs purchasing completed prior to August 24, 2015.</p>

<p>Speech. Lucy Caulkin's <u>Units of Study for Writing</u>, and Lucy Caulkin's <u>Units of Study for Reading</u> are also used in planning effective lessons.</p>			<p>\$60,000 Per year</p>	<p>On-going funded by LCFF base</p>
<p>3. Supports for Struggling Students:</p> <p>For students who are struggling to make progress toward expected levels, HTe has begun a system of intervention based on effective RTI models.</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Director and staff time are included in base salaries.</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ● Wifi access in every classroom ● A 2 to 1 student to computer (or iPad) ratio ● Training in the use of Googledocs, Stop Motion Animation and Adobe Illustrator ● Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs). 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Computers, iPads, peripherals</p> <p>Software</p> <p>Specialized equipment for IEPs</p> <p>Replacement and repair</p>	<p>\$160,000 One Time</p> <p>\$40,000 One Time</p> <p>\$5,000 Per year</p> <p>\$30,000 Per year</p>	<p>SDUSD Prop Z</p> <p>FF&E Allocation in Facility Financing</p> <p>AB602</p> <p>LCFF Base and SDUSD Prop Z (as available)</p>
<p>5. Staff development and professional collaboration on project design with Common Core-aligned instructional materials:</p> <ul style="list-style-type: none"> ● Teachers attend weekly professional development on designing strong project-based curriculum. ● Teachers will design large-scale projects three times annually then share on the HTH projects website for other teachers to draw from. ● Collaborative training with San Diego County Office of Education will occur annually. ● High Tech High' Credentialing Unit will do additional training in project based learning annually. ● New teachers will be assigned a mentor to support strong project design. ● Director will be trained to recognize effective instruction and how issues such as recruitment, finances and technology support academic achievement. 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>New teacher development, including mentoring and Odyssey</p> <p>Teacher conferences – local, regional, and national</p>	<p>\$20,000 Per year</p> <p>\$10,000 Per year</p>	<p>Educator Effectiveness Grant (2015-18) and Title I (2016-17 and after)</p> <p>Same as above</p>

<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"> ● Family Collaborative Meetings are held every 6 weeks in the evening, with child care provided so all HTe parents can attend. Workshops on <u>supporting a child's reading at home</u> are conducted periodically during Family Collaborative meetings. ● Director regularly convenes a Parent Advisory Group comprised of parents who represent a variety of economic levels, races, and grade levels. K-5 Reading Data will be shared annually with this group. ● Title I meetings are held twice annually. At the first meeting, the Title I policy and the Home-School Compact are discussed then revised after parent feedback. ● Teachers send parents/guardians information about the current classroom projects, weekly and post this information on their Digital Portfolio. Ways to <u>support a child's reading at home</u> are included periodically. ● HTe's Director sends parents/guardians information about the current school activities and events, every 2 weeks. Ways for parents to become more involved and, recognition of parents already involved, is included. ● SDUSD's Research and Evaluation Department sends each parent his/her student's individual assessment results, with an explanation of how to interpret them. ● Annual assessments are interpreted at annual IEP reviews. Parents are provided translation and interpretation of documents and concepts, if needed. 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Refreshments and light suppers, child care for parent meetings</p> <p>Translators</p> <p>Director and staff time are included in base salary.</p>	<p>\$600 Per year</p> <p>\$1,000 Per year</p>	<p>LCFF Base and Title I</p> <p>Same as above</p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> Charter Schools Development Corporation external review will evaluate strengths and weakness of school programs. High Tech Elementary will participate in all state-required tests. Director will evaluate student improvement in consult with other HTe Directors and Faculty. Director and Faculty will meet to assess reading data and chart corrective academic initiatives. Classroom teachers will regularly assess students' progress toward expected reading outcomes by examining student work and teacher records 	<p>Director Faculty</p> <p><i>August 2015 January 2016 May 2015 and then ongoing</i></p>	<p>Contract for external reviewer</p> <p>All costs here are part of normal operations.</p>	<p>\$6,500</p>	<p>LCFF Base</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Teachers differentiate small group reading instruction to provide accessible content to struggling readers. Classroom Teachers and assistants are trained in remedial reading strategies to support struggling readers. Teachers meet with the Director every 12 weeks to discuss progress of individual students struggling in reading. Fund academic coaches (paraeducators) to assist teachers in the classroom and support 1:1 and small group instruction for students who need additional support. 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Academic coaches – hourly, equivalent to 3.0 FTE</p>	<p>\$78,000 Per year</p>	<p>Title I and LCFF Supplemental</p>

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Special Education services for students identified include specialized instruction e.g. Wilson Reading Program and Lindamood Phoneme Sequencing Program, Braille texts, audiobooks, enlarged printed materials and equipment and augmentative communication services. 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Academic coaches – hourly, equivalent to 1.75 FTE</p> <p>Related services, including speech language pathologists, autism service providers, OT, PT, other therapeutic services</p>	<p>\$49,000 Per year</p> <p>\$90,000 Per year</p>	<p>AB602, general fund</p> <p>AB602, general fund</p>
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Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.

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 Common Core Standards: High Tech Elementary will take the following steps to align instruction with Common Core Standards:</p> <p>Administrator's training:</p> <ul style="list-style-type: none"> • Director will participate in professional development in Mathematics instructional practices • Director will conduct classroom walkthroughs. • Director will participate in weekly Director organizational meetings and bi-monthly professional development meetings. <p>Teacher training: High Tech Elementary Faculty will participate in professional development in the following areas:</p> <ul style="list-style-type: none"> • Mathematical integration into projects • Mathematical Thinking instruction and assessments • Use of Supplemental Mathematics materials - e.g. Spatial-Temporal Mathematics (ST Math), Sumdog, and Khan Academy 	<p>Director Faculty Site Manager Inclusion Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Teacher conferences – local, regional, and national</p>	<p>\$12,000 Per year</p>	<p>Educator Effectiveness (2015-18) Grant and Title I (2016-17 and after)</p>

<p>2. Use of Common Core-aligned instructional materials and strategies:</p> <p>General Education and Special Education faculty use instructional materials that support skills and content aligned with Common Core expectations including Math materials published by TERC Investigations. Sumdog and Khan Academy are also used in supporting effective lessons.</p> <p>3. Extended Learning time:</p> <p>For students who are struggling to make progress toward expected levels, HTe has begun a system of intervention based on effective RTI models.</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p> <p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>No related expenditures</p>	<p>No related expenditures</p>	<p>Public Charter School Grant Program</p>
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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"> • Wifi access in every classroom • A 2 to 1 student to computer (or iPad) ratio • Training in the use of Spatial-Temporal Math (ST Math), Khan Academy, and Sumdog • Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs) designed to help students increase their mathematical knowledge. 	<p>Director IT Staff Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Computers, iPads, peripherals</p> <p>Software</p> <p>Specialized equipment for IEPs</p> <p>Replacement and repair</p>	<p>\$160,000 One Time</p> <p>\$40,000 One Time</p> <p>\$5,000 Per year</p> <p>\$30,000 Per year</p>	<p>SDUSD Prop Z</p> <p>FF&E Allocation in Facility Financing</p> <p>AB602</p> <p>LCFF Base and SDUSD Prop Z (as available)</p>
<p>5. Staff development and professional collaboration on project design with Common Core-aligned instructional materials:</p> <ul style="list-style-type: none"> • Teachers attend weekly professional development on designing strong project-based curriculum incorporating grade-level appropriate Math content. • Teachers will design large-scale projects three times annually then share on the HTH projects website for other teachers to draw from. • Collaborative training with San Diego County Office of Education will occur annually. • High Tech High Credentialing Unit will do additional training in project based learning annually. • New teachers will be assigned a mentor to support strong project design. • Director will be trained to recognize effective instruction and how issues such as recruitment, finances and technology support academic achievement. 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>New teacher development, including mentoring and Odyssey</p> <p>Teacher conferences – local, regional, and national</p>	<p>\$20,000 Per year</p> <p>\$10,000 Per year</p>	<p>Educator Effectiveness Grant (2015-18) and Title I (2016-17 and after)</p> <p>Same as above</p>

<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"> ● Family Collaborative Meetings are held every 6 weeks in the evening, with child care provided so all HTe parents can attend. Workshops on <u>supporting a child's Math practice at home</u> are conducted periodically during Family Collaborative meetings. ● Director regularly convenes a Parent Advisory Group comprised of parents who represent a variety of economic levels, races, and grade levels. K-5 Math Data will be shared annually with this group. ● Title I meetings are held twice annually. At the first meeting, the Title I policy and the Home-School Compact are discussed then revised after parent feedback. ● Teachers send parents/guardians information about the current classroom projects, weekly and post this information on their Digital Portfolio. Ways to <u>support a child's Math practice at home</u> are included periodically. ● HTe's Director sends parents/guardians information about the current school activities and events, every 2 weeks. Ways for parents to become more involved and, recognition of parents already involved, is included. ● SDUSD's Research and Evaluation Department sends each parent his/her student's individual assessment results, with an explanation of how to interpret them. ● Annual assessments are interpreted at annual IEP reviews. Parents are provided translation and interpretation of documents and concepts, if needed. 	<p>Director Faculty Site Manager</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Refreshments and light suppers, child care for parent meetings</p> <p>Translators</p> <p>Director and staff time are included in base salary.</p>	<p>\$600 Per year</p> <p>\$1,000 Per year</p>	<p>LCFF Base and Title I</p> <p>Same as above</p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Charter Schools Review (external) will evaluate strengths and weakness of school programs. • High Tech Elementary will participate in all state-required tests. Director will evaluate student improvement in consult with other HTe Directors and Faculty. • Director and Faculty will meet to assess math data and chart corrective academic initiatives. • Classroom teachers will regularly assess students' progress toward expected reading outcomes by examining student work and teacher records 	<p>Director CAO Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Contract for external reviewer</p> <p>All actions are part of normal operations.</p>	<p>\$6,500</p>	<p>LCFF Base</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>11. Extended Learning Time:</p> <ul style="list-style-type: none"> • Teachers differentiate small group math instruction to provide accessible content to struggling readers. • Classroom Teachers and assistants are trained in remedial math strategies to support struggling students. • Teachers meet with the Director every 12 weeks to discuss progress of individual students struggling in math. • Fund academic coaches (paraeducators) to assist teachers in providing 1:1 and small group instruction to support students who need additional assistance 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Academic coaches – hourly, equivalent to 3.0 FTE</p>	<p>\$78,000</p>	<p>Title I and LCFF Supplemental</p>

<p>12. Auxiliary services for students and parents/guardians (including transition from preschool, elementary, and middle school)</p> <p>Students entering kindergarten from early childhood education programs are given assistance with the transition through:</p> <ul style="list-style-type: none"> • Academic coaches • Social emotional learning supports • Specialized early childhood materials • Modified instructional demands as the semester progresses 		All costs here are part of normal operations.	No additional expenses.	
<p>13. Any additional services tied to student academic needs</p>	N/A			

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

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

	Description of how the LEA is meeting or plans to meet this requirement.
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1. **(Per Sec. 3116(b) of NCLB, this Plan must include the following:**

- a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
- b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
- c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - meeting the annual measurable achievement objectives described in Section 3122;
 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
 - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
- d. Describe how the LEA will promote parental and community participation in LEP programs.

HTe does not intend to apply for Title III funds.

a. HTH has just identifies a school level EL coordinator. HTH has created a new position for 2015-2016, a village level EL coordinator. These faculty members at the site and village level will lead professional development related to English learning, support teachers in employing strategies to support ELs, and track the progress of ELs to make sure they are showing growth.

The California English Language Development [Standards](#) focus on three different aspects of supporting English Learners. The first part, Interacting in Meaningful Ways, is best reached through student's participation in their content classrooms, i.e. integrated English Language Development. Through successful use of EL instructional strategies, English learners can practice the language through collaboration, interpretation and production of the English Language. This instruction will take place through daily lessons in English Language Development. The purpose of this instruction, Designated English Language Development, is to develop English language proficiency as rapidly and effectively as possible. Teachers will be guided by the California English Language Development Standards in planning their lessons.

b. Funds will be used to pay for the EL Coordinator positions, and Parent workshop presenter fees, and Translation / Interpretation fees.

c. A mixture of data informed instruction, systems thinking, and continuous improvement, improvement science is a promising practice for achieving quality outcomes at scale. High Tech High has begun implementing these practices throughout the organization to take on challenging, persistent problems of practice. Projects thus far have focused on topics such as the college application process, work completion, and equitable participation during collaborative group work.

The Director monitors the LEP student placement; ensures appropriate teacher authorizations; visits classrooms regularly to monitor ELD and SDAIE lesson implementation; schedules and attends English Learner Advisory Committee (ELAC) meetings; and ensures implementation of District plans to meet the language and academic needs of the EL students.

Improvement research draws upon several tools for facilitating this ongoing improvement by people in the system including the driver diagram and the Plan-Do-Study-Act cycle (PDSA).

High Tech High has just launched an improvement project focused on literacy with a particular focus on EL students. The organization wide EL coordinator will have the responsibility to lead and monitor this project. Next steps include development of an organization wide driver diagram (theory of action), implementation of a data sharing plan, and organization of the school level EL coordinators to implement change ideas and constant monitoring of effectiveness of these ideas. While the project has just begun, it will include monitoring data

2. **Describe how the LEA will provide high quality language instruction based on scientifically based research** (per Sec. 3115(c) .

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

EMBEDDED PEDAGOGICAL SUPPORTS

At High Tech High (HTH), teachers engage all students in deeper learning through a project-based curriculum. Embedded within this project-based learning (PBL) approach are many pedagogical practices which are informed by and aligned with theories of English language acquisition. Some of the following theories inform our work:

- Merrill Swain's work highlights the importance of meaningful output. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- Researcher Jim Cummins underscores the importance of embedding academic language in context, making academically demanding content easier for English learners (ELs) to understand. Through the hands-on learning that happens in all HTH schools, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen asserted that learners have an affective filter that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English learners are especially prone to having a high affective filter. At HTH, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in PBL also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires comprehensible input--meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within our classrooms are ample opportunities for students to receive comprehensible input. English learners are strategically grouped with peers who can provide this $i + 1$ input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use web resources and authentic texts (rather than textbooks), they can select the appropriate texts for emerging readers. Programs such as Newsela, Simple English Wikipedia, and other student-friendly resources are often used to support this differentiation

		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> <ul 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-d. 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: Teachers receive ongoing professional development on serving English Learners in a number of ways.</p> <ol style="list-style-type: none"> 1. Teachers earning a preliminary teaching credential through the HTH teacher intern credentialing program (roughly half of new HTH teaches) complete a CCTC approved course entitled "Preparation to Teach English Language Learners." In this course, new teachers learn strategies to help ensure the success of English language learners in an academic environment. They examine the theoretical perspectives of second language acquisition, explore teaching strategies for English language learners, and practice applying such strategies in a project-based learning environment. 2. All teachers in their first two years receive Induction support which includes a module on teaching English Learners. 3. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners. 4. New teachers arrive three weeks before the start of school for an Odyssey experience aimed at developing their understanding of HTH teaching practices, including practices aimed at supporting ELs. 5. Returning teachers arrive eight days before the start of school every year for on-going professional development including support for meeting the needs of ELs. 6. All teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No No	If yes, describe: .
	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 or No No	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No No	If yes, describe:

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No No	If yes, describe:
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		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 or No	If yes, describe:
		No	

<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 or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>High Tech Elementary has an instructional technology department that supports site teacher/staff in use of online resources. HTe IT staff provide ongoing personalized professional development and technical support for staff in the areas of computer software (Word, Excel, Designing a website, Basics of Internet Searches, Powerschool, Video Design, and programming)</p> <p>HTe's Information Technology staff maintain, trouble shoot, networking of site computers, laptops and iPads for class instruction/student use, and other forms of technology.</p> <p>Teachers provide opportunities for students to develop computer literacy skills, utilize computer technology in developing Power Point Presentations, Digital graphics and video projects, and conduct online research.</p> <p>High Tech Elementary has developed an easy-to-navigate website for parents to provide access/information such as: school calendar, project content, testing dates and board policies. Also linked on the organizations website are the following: Parent/Student Handbook</p> <ul style="list-style-type: none"> ● Demographic Data and Test Results ● Parent/Student Handbook ● Staff directory ● Parent meeting notices, minutes and agendas
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):

- 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;

A – G

Home Language Survey. HTE will administer the home language survey upon a student's initial enrollment into the School if this is the student's first time in a California public school. Students in the country less than twelve months will be given the state's Designated Primary Language Test (currently Interim Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

Transcripts & Cumulative Folders. All students transferring will be given the appropriate assessment unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the District Test Coordinator will review the information in PowerSchool and CALPADs for accuracy.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") and tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

HTH will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

As soon as the CELDT data is received from the state, it will be imported into HTH's student information system (currently Powerschool). CELDT classification will be noted in PowerTeacher. Periodic academic reports will include the ELD status of students.

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual CELDT must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>H. High Tech Elementary 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 30 days of beginning attendance at High Tech Elementary . ● 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><u>IF</u> 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 or No No HTE does not intend to apply for Title III funds.</p>	<p>If yes, describe:</p>
	<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 or No No HTE does not intend to apply for Title III funds.</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No No HTE does not intend to apply for Title III funds.</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No No HTE does not intend to apply for Title III funds.	If yes, describe:
	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 or No No HTE does not intend to apply for Title III funds.	If yes, describe:
	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 or No No HTE does not intend to apply for Title III funds.	If yes, describe:

<p style="text-align: center;">Allowable Activities</p>	<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>	<p>Yes or No</p> <p>No</p> <p>HTE does not intend to apply for Title III funds.</p>	<p>If yes, describe:</p>
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Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>High Tech Elementary is pioneering what is considered to be an innovative, forward thinking commitment to project-based education to achieve high student outcomes.</p> <p>All faculty were selected because they expressed a deep commitment to the project-based approach, and a deep respect for children.</p> <p>21 of 23 (91%) of the faculty are fully credentialed.</p> <p>As a brand-new new school, Professional Development for all Faculty at High Tech Elementary is the highest priority after safety of students. The primary focus for High Tech Elementary's opening year has been strong project design and building a positive school-wide culture.</p> <p>The faculty meet three times a week for K-5 Professional Development, and have an additional 90 minutes per week dedicated to designing strong lessons and engaging tasks.</p>	<p>High Tech Elementary needs to continue school wide professional development to address the evolving needs of Faculty, based on the evolving needs of the students over the course of the school year.</p> <p>HTe Faculty would benefit from</p> <ul style="list-style-type: none"> • additional professional dialogues and reflection to inform instructional guidance • training on specific instructional strategies to support struggling learners with or without an IEP • development of useful assessment tools to evaluate student progress toward project outcomes

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 primary focus for High Tech Elementary’s opening year has been strong project design and building a positive school-wide culture. The majority of professional development sessions address the design and implementation of interdisciplinary CommonCore-aligned projects in Literacy, Math, Science and Social Science), Teachers plan the curriculum content, instructional practices and assessment components in each project. Projects are tuned at least three times annually, to strengthen content outcomes, specifically in reading, math and science. During the project tuning professional development sessions, teachers examine expected content standards and align lessons to address expectations for the grade level, e.g. the NGSS Conceptual Flow process was recently used to support deeper content alignment of 2nd semester projects.</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Director and staff time are included in base salary.</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 address current student needs, instead of generalized “best practices”. Our professional study evolves over the course of the year, based on observed student needs. We expect to improve student academic achievement because we have been responsive to and met the student needs. All professional study includes a review and discussion of recent scientifically-based research to inform our</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	<p>Professional development literature for faculty</p>	<p>\$1,000 Per Year</p>	<p>Title I, Title II</p>

decisions about specific teaching practices.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The professional development activities will have a substantial, measurable, and positive impact on student academic achievement because a cohesive instructional delivery will emerge from the collaborative work across all grade levels. HTE's Director and Faculty intentionally look for opportunities to consider Equity - in materials, access to those materials, and delivery of information.</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>			
<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 professional development training, practice and reflection will be connected to support the ongoing cost and sustainability of the professional development plan.</p>	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	SEE PREVIOUS PROFESSIONAL DEVELOPMENT SECTIONS		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will participate in a variety of professional development activities including</p> <ul style="list-style-type: none"> ● grade-level collaboration ● collegial coaching sessions ● educational webinars and MOOCs ● workshops given by master teachers ● local educational practices conferences 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>	SEE PREVIOUS PROFESSIONAL DEVELOPMENT SECTIONS		

HTE's Director will be responsible for meeting frequently with teachers to monitor the implementation of practices introduced in professional development sessions. Exit slips and Staff surveys will also provide data regarding PD effectiveness to the Director.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>There are no Prop D funds available.</p>	<p>Director Faculty IT Staff</p> <p><i>August 24, 2015 through June 30, 2020</i></p>			NO TITLE II, PART D IS AVAILABLE TO THIS SCHOOL
<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 Elementary teachers are each equipped with a laptop computers for daily instruction and planning. The device to student ratio is 1:2, in all grades Kindergarten to 5th grade. All classrooms have wifi access. All devices in the school are networked and have access to internet, printers, and copiers. Extremely competent IT staff is onsite to train teachers in learning how to use the most current applications and online resources.</p>	<p>Director Faculty IT Staff</p> <p><i>August 24, 2015 through June 30, 2020</i></p>			NO TITLE II, PART D IS AVAILABLE TO THIS SCHOOL
<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>Director</p> <p><i>August 24, 2015 through</i></p>			NO TITLE II, PART D IS AVAILABLE TO THIS SCHOOL

<p>The Director will share a draft of the LEA professional development plan with each group of stakeholders and ask for feedback and suggestions for revisions. The plan will be examined by the groups annually. In addition, annual surveys of the involved stakeholders will be administered and the data generated will be used to inform subsequent revisions to the LEA's professional development activities.</p>	<p><i>June 30, 2020</i></p>			
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1) How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> a. 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; b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; c. Involve parents in their child's education; and d. Understand and use data and assessments to improve classroom practice and student learning. <p>Over the course of the school year, HTe's Professional Development activities will address teacher practice in the following areas listed below. These areas will be reflected in the Professional Development Agendas. Master teachers and other professionals may support the PD planned in the specific area related to their field.</p> <ul style="list-style-type: none"> a. addressing the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented) b. addressing the needs of students who are English Learners Improving student behaviors and engagement c. identification of early and appropriate interventions to help all students learn; 	<p>Director Faculty</p> <p><i>August 24, 2015 through June 30, 2020</i></p>			<p>NO TITLE II, PART D IS AVAILABLE TO THIS SCHOOL</p>

<p>d. ways to engage parents in their child's education</p> <p>e. using data and assessments to improve classroom practice and student learning.</p>				
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All HTe Teachers will all have valid credentials for teaching in California. The LEA will use funds to support meeting the credentialing requirements. High Tech High offers an accredited Intern Credentialing Program to ensure the credentials of all of its own teachers as well as improve training for teachers around the state</p>	<p>Director HTH Credentialing Office</p> <p><i>August 24, 2015 through June 30, 2020</i></p>			<p>NO TITLE II, PART D IS AVAILABLE TO THIS SCHOOL</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 Elementary school campus provides a safe and orderly environment that nurtures learning. The clean well-kept environment fosters pride, efficiency and aesthetics which contribute to the overall positive learning atmosphere for students.</p> <p>Because this is a school of choice and students are invited back each year, the culture at the school is highly committed and motivated.</p> <p>Class sizes are small so that teachers and students can develop deep trust and caring. Teachers have the ability to know an individual child’s strengths and the areas that child needs support and nurturing. Misconduct results in a loss of trust and students are taught social tools to repair the relationships.</p>	<p>Teachers need additional skills in Restorative Justice practices, Responsive Classroom techniques.</p> <p>Professional texts such as <u>Teaching with Love and Logic</u> could be useful in guiding coaching conversations with teachers who are struggling with difficult to reach students.</p> <p>Students whose needs extend beyond the school walls need access to trained professional counselors and psychologists to support the child’s development of a whole self.</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

A)

Small class sizes:

Kindergarten and 1st grade, 1:20

2nd and 3rd Grade, 1:22

4th and 5th Grade, 1:26

B)

HTe After School Care Program

Morning care hours 7:30am – 9:05am

After Care hours 3:45pm – 6:00pm

C)

Consultation with Licensed School/Child Psychologist (hourly)

As requested by Director

D)

Consultation with Licensed Behavioral Specialist (hourly)

As requested by Director

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>High Tech Elementary is a elementary school that opened in August 2015.</p> <p>High Tech Elementary shares a campus with other HTH schools. The area schools have had a limited number of tobacco, alcohol, drug and violence related incidences.</p>	<p>High Tech Elementary will encourage and enforce a positive school climate.</p> <p>Director and Faculty will build relationships with community support systems for students.</p> <p>Director will continue to utilize attendance database to track student attendance.</p>

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

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:

HTE DOES NOT RECEIVE ANY FUNDING FROM TUPE

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 — %
The percentage of students that feel very safe at school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here. 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.	_____ %	_____ %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — %	5 th — %
	7 th — %	7 th — %
	9 th — %	9 th — %
	11 th — %	11 th — %

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.

LEA Specified Performance Measures <hr style="width: 50%; margin: auto;"/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

No TUPE funds are received by this school.

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		
X	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
X	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
X	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

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.

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 DOES NOT RECEIVE ANY SAFE AND DRUG FREE SCHOOLS FUNDING.

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.

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.

THIS SECTION IS FOR HIGH SCHOOLS.

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)					
5.2 (Dropouts)					
5.3 (Advanced Placement)					

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.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Title I ranking criteria is student eligibility for free and reduced price lunch. 53% of the students currently enrolled are considered low income, qualifying for free or reduced lunch prices.</p> <p>Our LEA uses Free and Reduced Lunch as a measure for Title I funding.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Not applicable. Single school LEA. No ranking required.</p>

Additional Mandatory Title I Descriptions
(continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ol style="list-style-type: none"> 1. A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. 2. Effective methods and instructional strategies based on scientifically-based research. 3. Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. 4. Instruction by highly qualified teachers and strategies to attract and keep such teachers. 5. High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. 6. Strategies to increase parental involvement. 7. Assistance to preschool children in transitioning from early childhood programs to elementary school programs. 8. Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ol style="list-style-type: none"> 1. As a newly opened school, comprehensive needs assessments of the entire school were done within the first 30 days of school including schoolwide reading and math assessments and reviewing of IEPs for students with special needs. In addition, second language learners needs were also assessed through CELDT testing within the first 30 days of school. The results of these assessments were analyzed and used to inform goal setting, the schoolwide plan, and instructional planning in relation to state standards. 2. High Tech Elementary teachers employ the following scientifically-based research strategies: <ul style="list-style-type: none"> ● Teach reading, writing, and math across the content areas. ● Use project based learning as a way to engage low-performing students. ● Have clear expected student outcomes for all students. ● Have small class sizes of 26 to 1 or fewer, which allows for individualized education for low-performing students. ● Utilize a individualized Student Success Plan (SSP) to choose interventions (RTI model) to address areas of need. 3. High Tech Elementary follows NCLB regarding its section 1114. Program funds are utilized by all teachers to support qualifying students additional Math and Literacy and English Language skill development. Students from special populations like ELD, foster youth, etc. are eligible to receive additional support from certificated teachers. 4. <i>As part of the High Tech High organization, HTE is actively recruiting high quality teachers for all of the organization's schools. HTH has a jobs website that is visited by thousands of prospective teachers each year. Those applicants go through a rigorous</i>

application process which involves phone interviews, in person interviews, and sample lessons among other things. HTH is also actively trying to retain excellent teachers by offering our staff fair pay and excellent benefits as well as opportunities for professional growth through professional development in addition to study at our Graduate School of Education.

5. Teachers attend weekly professional development on designing strong project-based curriculum. Teachers will design large-scale projects three times annually then share on the HTH projects website for other teachers to draw from. Collaborative training with San Diego County Office of Education will occur annually. High Tech High' Credentialing Unit will do additional training in project based learning annually. New teachers will be assigned a mentor to support strong project design. Director will be trained to recognize effective instruction and how issues such as recruitment, finances and technology support academic achievement.

6. Coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education is one of HTH's strengths. Parents at HTe are encouraged to be involved as much as possible in the school and their child's education. Like other schools, parents volunteer to read in classrooms, visit classrooms to offer their professional expertise on a variety of projects, and help carpool on field trips. In addition to this, parents attend Student Led Conferences (SLCs) and Presentations of Learning (POLs) for their child(ren). Parents are an integral part of the child's success and they are a crucial part of the HTe community.

7. Students entering kindergarten from early childhood education programs are given assistance with the transition through:

- Academic coaches
- Social emotional learning supports
- Specialized early childhood materials
- Modified instructional demands as the semester progresses

8.

In addition to the above, extended learning time is offered during the before and after school programs through small group instruction and individualized tutoring.

In addition, High Tech Elementary will provide additional services to homeless students who are performing below basic or far below basic in

	<p>both Math and English on standardized tests. The school Director serves as the homeless liaison to the County Office of Education and other related services. The school will assess and monitor each student's academic performance on classroom assessments and state tests and provide assistance in areas determined as below basic or far below basic. 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</p> <p>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 support through the student's individual education plan or 504 plan to present the student with adequate support to meet benchmarks on standardized tests.</p>
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Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of 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.

<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Description of how the LEA is meeting or plans to meet this requirement: <i>Not applicable at this time.</i></p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p><i>Not applicable at this time.</i></p>

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
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<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none">• Assistance in developing, revising, and implementing the school plan.• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively.	<p><i>Not applicable at this time.</i></p>
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Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<i>Not applicable at this time.</i>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<i>Not applicable at this time.</i>

Additional Mandatory Title I Descriptions
(continued)

<p>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 Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p><i>As part of the High Tech High organization, HTE is actively recruiting high quality teachers for all of the organization's schools. HTH has a jobs website that is visited by thousands of prospective teachers each year. Those applicants go through a rigorous application process which involves phone interviews, in person interviews, and sample lessons among other things. HTH is also actively trying to retain excellent teachers by offering our staff fair pay and excellent benefits as well as opportunities for professional growth through professional development in addition to study at our Graduate School of Education.</i></p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education is one of HTH's strengths. Parents at HTE are encouraged to be involved as much as possible in the school and their child's education. Like other schools, parents volunteer to read in classrooms, visit classrooms to offer their professional expertise on a variety of projects, and help carpool on field trips. In addition to this, parents attend Student Led Conferences (SLCs) and Presentations of Learning (POLs) for their child(ren). Parents are an integral part of the child's success and they are a crucial part of the HTE community.</p>

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>a. through e are not applicable at this time.</p> <p>f. The HTe Director will coordinate with the parents and teacher of each child that falls under the following categories: children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Our small schools, heterogeneous classes and personalized attention allow us to monitor and support individual students through regular meetings, the SST process, and special education services as appropriate.</p>

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California Education Code Section 64001.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;
 - (B) have the largest average class size; or
 - (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to

be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Larry Rosenstock
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA accountability. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2015-2016.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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.

- 2.1. Performance indicator: The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

- 4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

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

- 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C

Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR):	K to 6	x			x	x	B, C, D, E

Seattle Social Development Project:							
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C

Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,
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APPENDIX D

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

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth	7	x				x	C

Leadership Project							
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment	Parents			x	x		B

Program							
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C

Yale Child Welfare Project	Families				x		B
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