Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

High Tech High (HTH) was founded in 2000 as a single high school focused on bringing together a socio-economically diverse group of learners who succeed in high school and postsecondary education. In seeking to disrupt the norm of increasingly socio-economically segregated schools across California, High Tech High seeks to realize equitable outcomes for all students. Each HTH school is intentionally integrated and diverse across a range of ethnicities, identities, social class backgrounds, and life experience.

Since opening, HTH has expanded to become a network of thirteen charter schools serving approximately 5,300 students in grades K-12 across three campuses in San Diego county. Next year, HTH will open an additional high school at a new campus in San Diego. This school High Tech High Mesa is also authorized as part of the SBC progam.

During the current school year, the High Tech High SBC (HTH SBC) program collectively served 2485 students. The current SBC schools are located on two campus in San Marcos (North County) and Chula Vista. The North County and Chula Vista campus each provide a full K-12 system with an elementary, middle, and high school.

One of the four HTH design principles is a focus on equity. To achieve this goal, HTH utilizes a zip code based lottery system to ensure that all HTH schools are reflective of the community demographics of the region surrounding its campuses, and serve a significant percentage of low-income students. Moreover,

HTH intentionally concentrates its recruitment efforts on low-income communities where college matriculation has traditionally been low. According to the California Dashboard, 49.4% of HTH SBC students qualified for free or reduced-price lunch. English Learners represented 12.2% of the HTH SBC program while foster youth were 0.1% of the student population.

All HTH SBC schools, whether at the elementary, middle or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship. In this context, the primary goals are: To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.

To prepare students for postsecondary education and for leadership in a high- technology society by integrating technical and academic education in schools. To increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.

With its design principles, common mission and goals in mind, HTH creates socially integrated, non-tracked learning environments. HTH students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in kindergarten and extending through grade twelve.

HTH students are encouraged to think of themselves as inquisitive, resilient and lifelong learners, and to develop a sense of belongingness in academic and real world settings. From the early years on forward, university is part of the discourse at our schools, where faculty and students demystify, and discuss college as an accessible, viable goal. ?HTH teachers create and direct diverse, innovative curricula to pursue rigorous, in depth learning, with personalized, and project based learning (PBL) practices. The program is rigorous, providing the foundation for entry and success at the University of California (UC) and elsewhere. Assessment is performance based; students of all ages regularly present their learning to their peers, family and community at large. The learning environment extends beyond the classroom; students conduct field work and original research, partner with local universities and community agencies on projects and initiatives, and complete academic internships with local businesses, governmental agencies or nonprofits.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

HTH submits a single joint LEA-wide LCAP for the seven SBC schools that articulates a cohesive vision of a K-12 pathway for HTH SBC students to a college degree. HTH SBC is acutely focused on providing quality and innovative services to socioeconomically disadvantaged students, English learners, and foster youth during the full K-12 trajectory that provide access to college and eventually opportunities to work in STEM fields.

HTH seeks to provide a clearer vision to stakeholders of common initiatives to improve the K-12 pathway at HTH SBC schools. Towards this goal, HTH has reduced the number of organization wide LCAP goals from eleven to six. In addition, HTH has developed an LCAP infographic that clearly

articulates LCAP goals and related measures in an interactive and engaging package for stakeholders. This infographic incorporates a feedback mechanism whereby stakeholders can weigh in on current LCAP goals and measures to help HTH make subsequent changes to future LCAPs based on these responses.

The six HTH SBC LCAP goals below have been informed by insights from families, staff, students, and educational research with the intention of improving practices and services to support the academic and social-emotional growth of all students. This year each identified need section references relevant academic research that supports the theory of action justifying the particular mix of actions and services.

HTH goals (CA statewide priorities)
1) Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection. (2,3,5,7,8)
2) Improve Student-Centered Instruction: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together. (2,4,5,7)
3) Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy. (5,6)
4) Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support. (4,5,6)
5) Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college. (4,7)
6) Maintain Basic Services (1)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

College Access
HTH has been focused on increasing the rate of FAFSA completion at HTH SBC schools with the goal of increasing the number of HTH SBC students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data also indicated that some socioeconomically disadvantaged HTH SBC students had not received a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTH SBC schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant. HTH SBC schools plan to continue this focus on FAFSA completion and Calgrant awardance as described by LCAP goal five.

English Learner Engagement at HTH

HTH SBC schools are focused on supporting English Learners (EL) by nurturing a sense of belonging, cultivating language proficiency, and holistically supporting their academic achievement as described by LCAP goals two, three, and four. HTH SBC EL coordinators have been working collaboratively at their school sites to provide appropriate supports for each EL student. To spread effective practices amongst EL coordinators, HTH has brought together all EL coordinators to generate consensus around their role, dig into problems of practice for supporting English Learners, share best practices, and examine the impact of current practices. One strategy that has emerged is the use of EL profiles as a communication tool between EL coordinators and classroom teachers. These profiles include some of the student's strengths, goals, and specific ELD standards to target.

Furthermore, HTH celebrates the results of a YouthTruth survey question where HTH English learners reported a high level of engagement in school. HTH SBC ranked in the 97th percentile nationally for this level of engagement among English learners. HTH SBC employs the YouthTruth student survey to gather school climate data on an annual basis. The YouthTruth survey utilizes research-validated questions and gives schools context for interpreting survey results by providing a national percentile ranking for each question.

Building Capacity and Data Infrastructure to Support Continuous Improvement

HTH SBC continues to develop continuous improvement capacity among staff members and build the data infrastructure to support this work. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE) HTH SBC staff members participated in college access, math, and literacy networked improvement communities (NIC). Each of these communities met for at least three full days during the current 17/18 school year. Participants used a continuous improvement methodology to get better at supporting college access and improving numeracy and literacy instruction. For the 18/19 school year, HTH plans to increase the number of HTH SBC teachers participating in the math and literacy improvement communities. This will be accomplished by having teachers participate in a NIC during three professional development days next year.

In addition, new HTH SBC teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. To date, 94 teachers have participated in the induction program. With the support of a School Improvement Coach, teachers have worked in groups on topics such as supporting early literacy, co-teaching, and ensuring quality group-work. In addition six of our schools have received direct professional development from CREI in using Continuous Improvement as a framework to support literacy, numeracy, emerging bilinguals, struggling students and other areas of focus. Nearly 60% of HTH staff has been engaged in an improvement project over the last three years.

A key element of Continuous Improvement work is the consistent use of learning cycles. HTH SBC

schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTH SBC LCAP that is updated in real-time. This data dashboard provides HTH SBC school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CGI Math Instruction

While the HTH SBC dashboard showed that math scores increased last year and the LCFF evaluation rubric for math is currently at yellow, HTH believes math achievement could improve further, particularly at the elementary and middle school levels. As a result, HTH has increased focus on math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem-solving abilities. CGI lessons use a "launch, explore, discuss" lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas. Elementary and middle school teachers have received professional development in CGI facilitated by Dr. Jo Boaler, Debra Fuentes, and Dr. Stephanie Smith. For the 18/19 school year, HTeNC and HTeCV plan to pilot CGI end-of-year assessments to provide data to teachers as they design their curriculum for next year.

Literacy

While the HTH SBC dashboard showed that English Language Arts scores increased last year and the LCFF evaluation rubric for English Language Arts is currently at yellow, HTH believes literacy achievement could improve further particularly at the elementary and middle school levels. As a result, HTH has increased focus on literacy instruction by providing additional professional development opportunities. Over the last two years, elementary and middle school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Fundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on "just in time" mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction. In addition, in connection with LCAP goal number 4, Increase Support for Struggling Students, HTH middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students far below grade level.

Mid-year Fountas and Pinnell Assessment data for the current 17/18 school year shows an increase in the percentage of students reading at grade level at the elementary schools.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Graduation Rate by Subgroup
Overall the graduation rate of HTH SBC schools ranks as green. However, the LCFF evaluation rubrics indicate a lower graduation rate for English learners and students with disabilities as compared to the overall graduation rate of HTH SBC. HTH SBC is committed to doing more to support struggling students in danger of not graduating high school. HTH SBC plans to implement a cohesive Collaborative and Proactive Solutions (CPS) model to better provide the necessary academic and emotional supports for struggling students. This process is detailed in LCAP goal 4.

Nurture a Culture of Belonging and Increase Support for Struggling Students to Reduce the Suspension rate
By analyzing longitudinal suspension data over the past five years HTH SBC has identified reducing the suspension rate as an important goal. The LCFF evaluation rubric- while currently green- indicates that HTH SBC schools could improve by reducing the suspension rate for specific subgroups including English Learners, students with disabilities, African American students, and students identifying two or more races. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices at HTH SBC schools. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity.

HTH seeks to address this disproportionality in suspension rate at HTH SBC schools by deepening restorative practices as described by LCAP goal three. In addition, an improved process to support struggling students as described in LCAP goal four represents a proactive way to address challenging behaviors before they escalate and require a disciplinary response. During this 17/18 school year, trained site leaders organized the implementation of Collaborative and Proactive Solutions (CPS), wherein students who demonstrated challenging behaviors worked together with teachers to create mutually agreeable solutions. Teachers noted improved relationships with students who consistently participated in these "Plan B" meetings, as well as reductions in the frequency and severity of challenging behavior.

HTH SBC YouthTruth Data from the current 17/18 school year indicate that students believe discipline is fair and feel part of a community. HTH SBC students rank at the 90th national percentile in response to the question: "Discipline is fair." In addition, HTH SBC students rank at the 91st national percentile in response to the question: "I feel part of this community." In addition, current data from the 17/18 school year shows a reduction in the number of suspensions at HTH SBC as compared to April 25th last year.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

HTH SBC plans to improve services for unduplicated students by providing additional supports to

address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth.

1) Increase and deepen the use restorative practices to reduce disciplinary incidents and cultivate a deeper sense of belonging amongst students

2) Additional services to address Chronic Absenteeism

3) Further implement a cohesive Collaborative and Proactive Solutions (CPS) to better provide the necessary academic and emotional services for struggling students

4) A continued focus on literacy and numeracy instruction with the goal of ensuring that all students receive necessary academic supports to make at least a year's worth of academic growth.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	29,218,222
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	23,249,938

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

HTH SBC details the expenditure of all LCFF revenues for the 18/19 year in this LCAP. For more details on the expenditure of federal revenues please consult the LCAP federal addendum.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	23,249,938

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Reduce Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected

Rate of chronic absenteeism - 6.3%

Rate of chronic absenteeism SED students - 7.1%

Actual

Rate of chronic absenteeism - 5.7%

Rate of chronic absenteeism SED students - 6.1%

Expected

P2 Attendance - 96.3%

Actual

P2 Attendance - 95.8%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work with school staff to implement chronic absenteeism intervention (change package) across all schools. Provide student transportation, community outreach, and administrative support.	Provide bus passes to families in need. Make phone calls and/or send letters to notify of absences and schedule follow up meetings with families after designated number of absences.	69566	69566

Planned Actions/Services **Actual Actions/Services** **Budgeted Expenditures** **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Provide bus passes to families in need. Make phone calls and/or send letters to notify of absences and schedule follow up meetings with families after designated number of absences.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continue providing bus passes and translation services.

Goal 2

Restorative Practices to Reduce Suspensions

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected

Suspension Rate - 1.8%

Youth Truth student survey describing the degree to which students believe that discipline is fair -81%

Youth Truth student survey describing the degree to which students believe I am part of the community -92%

Actual

Suspension Rate - 2.4%

Youth Truth student survey describing the degree to which students believe that discipline is fair -90%

Youth Truth student survey describing the degree to which students believe I am part of the community - 91%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional supports to implement RP at each site. Many sites have hired a social emotional learning coordinator to support the development of a happy healthy student community.	RP has affected the paradigm of how teachers respond to challenging behaviors. In combination with strong planning and classroom management, restorative practices contribute to a safe environment where students know what is expected of them, and that they are accountable not only to the teacher, but to themselves, their families, and their classmates.	200,272	200,272

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

RP has affected the paradigm of how teachers respond to challenging behaviors. In combination with strong planning and classroom management, restorative practices contribute to a safe environment where students know what is expected of them, and that they are accountable not only to the teacher, but to themselves, their families, and their classmates.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continue with Restorative Practices. A student support staff member will support RP.

Goal 3

Improve outcomes for English Learners

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected

EL Reclassification rate - Pending

Youth Truth student survey summary measure describing the degree of English Learner student engagement - 94%

Actual

EL Reclassification rate - 71.5%

Youth Truth student survey summary measure describing the degree of English Learner student engagement - 97%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional academic supports and services for EL students. Each site has an EL coordinator to responsible for coordinating services and reclassification process.	EL coordinator and coaches supported families and students with specific challenges. At middle and high schools, used Mindplay intervention to support EL students. At elementaries, used LLI, Wilson, and Fundations to provide additional literacy support to EL students. Community outreach events connecting to the path to college.	13,378	13,378

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

EL coordinator and coaches supported families and students with specific challenges. At middle and high schools, used Mindplay intervention to support EL students. At elementaries, used LLI, Wilson, and Fundations to provide additional literacy support to EL students. Community outreach events connecting to the path to college.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Somewhat effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continue to fund an EL coordinator at each site.

Goal 4

Improve Literacy Instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
LCFF Rubric ELA (K-8) indicator	LCFF Rubric ELA (K-8) indicator
Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS - 95%	Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.
NWEA MAP Reading Assessment (Middle school) - Pending	NWEA MAP Reading Assessment (Middle school) - Pending
Fountas & Pinnell Text Levels Assessment (Elementary) - Pending	Fountas & Pinnell Text Levels Assessment (Elementary) - Pending

Expected	Actual
SAT Reading and Writing (High) - Pending	SAT Reading and Writing (High) - Pending

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional supports to improve literacy instruction at HTH SBC schools. Many sites have incorporated literacy coaches and instructional coaches to support literacy instruction.	Staff members participated in literacy collaborative. Integrated Mindplay. Increased use of readers' and writers' workshop models from Teachers College.	233,228	233,228

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff members participated in literacy collaborative. Integrated Mindplay. Increased use of readers' and writers' workshop models from Teachers College.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Implementing elements of the Teachers college readers and writers workshop more consistently.

Goal 5

Improve Mathematics Instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS - 96%	Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS - 98%
College Remedial Math Placement (High School) - Pending	College Remedial Math Placement (High School) - Pending
NWEA MAP Math Assessment (Middle school) - Pending	NWEA MAP Math Assessment (Middle school) - Pending
ST Math (Elementary)- Pending	ST Math (Elementary)- Pending

Expected	Actual
SAT Math (High School)- Pending	SAT Math (High School)- Pending

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SBC HTH math teachers are participating in the PD experience MAIC which is a math agency improvement community. In addition, instructional support is provided by a coach.	Teachers are participating in the PD experience MAIC which stands for Mathematical Agency Improvement Community. In addition, instructional support is provided by a coach.	57,076	57,076

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers are participating in the PD experience MAIC which stands for Mathematical Agency Improvement Community. In addition, instructional support is provided by a coach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continue to support agency-building practices in mathematics, including identifying curriculum to support the integration of CGI.

Goal 6

Improve Science Instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
HTH science faculty exposed to at least one NGSS professional development opportunity - 67%	HTH science faculty exposed to at least one NGSS professional development opportunity - 76%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Additional support for teachers to align NGSS with science instruction and projects.	Several science teachers participating in NGSS lesson studies.	0	0

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Several science teachers participating in NGSS lesson studies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> Increase opportunities for science teachers to participate in NGSS Networked Improvement Community and lesson study.

Goal 7

Improve processes for responding to struggling students by implementing CPS model

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Suspension Rate - 1.9%	Suspension Rate - 2,4%
Youth Truth student survey describing the degree to which students believe that discipline is fair - 85% national percentile	Youth Truth student survey describing the degree to which students believe that discipline is fair - 90% national percentile
Number of students participating in CPS process HTH wide - 25	Number of students participating in CPS process HTH wide - Pending
Youth Truth student survey describing the degree to which students believe I am part of the community - 91% national percentile	Youth Truth student survey describing the degree to which students believe I am part of the community - 91% national percentile

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional academic support to struggling students. Support is provided by academic coaches and apprentice teachers.	Many staff had training with Dr. Ross Greene. One staff member per site focused on implementing CPS model and facilitating ALSUPs and Plan B meetings with students and colleagues.	893,935	893,935

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many staff had training with Dr. Ross Greene. One staff member per site focused on implementing CPS model and facilitating ALSUPs and Plan B meetings with students and colleagues.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Moderately Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increase opportunity for CPS site leader to train colleagues on CPS model, and clarify how it connects to Restorative Practices and student-centered teaching.

Goal 8

Support students in publicly presenting their learning to families and the broader community

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3

Local Priorities:

Annual Measurable Outcomes

Expected

Percentage of HTH students participating each year in an exhibition, presentations of learning, and/or student-led conference - 100%

Percentage of HTH families attend an exhibition, presentations of learning, or student-led conference - 91%

Actual

Percentage of HTH students participating each year in an exhibition, presentations of learning, and/or student-led conference - 100%

Percentage of HTH families attend an exhibition, presentations of learning, or student-led conference - 92%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spread best practices of having students publicly present their learning.	Students had the necessary instructional and programmatic supports to publicly present their learning.	0	0

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Students had the necessary instructional and programmatic supports to publicly present their learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No change anticipated.

Goal 9

Increase College Access and Persistence

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of HTH SBC students in A- G approved coursework - 96%	Percentage of HTH SBC students in A- G approved coursework - Pending
Percentage of HTH SBC students completing the SAT or ACT - 93%	Percentage of HTH SBC students completing the SAT or ACT - Pending
Percentage of HTH SBC students reporting enrolling in college - 95%	Percentage of HTH SBC students reporting enrolling in college - Pending
Percentage of HTH SBC students completing FAFSA - 82%	Percentage of HTH SBC students completing FAFSA - 86%

Expected	Actual
Percentage of HTH low income students awarded a Calgrant -72%	Percentage of HTH low income students awarded a Calgrant - 60%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional supports to students in completing FAFSA, college applications, SAT/ACT.	College counselors provided support with FAFSA, college applications, SAT/ACT.	64,198	64,198

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

College counselors provided support with FAFSA, college applications, SAT/ACT.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes anticipated.

Goal 10

Improve use of survey data to guide improvement efforts

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Youth Truth student survey measure describing the degree of student engagement - 91% national percentile

Percentage of HTH teachers who have completed a process of analyzing Youth Truth results -50%

Actual

Youth Truth student survey measure describing the degree of student engagement - 88% national percentile

Percentage of HTH teachers who have completed a process of analyzing Youth Truth results -Pending%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spread best practices of using student survey data to help teachers identify areas of growth in their instructional practice.	HTH shared best practices of using student survey data to help teachers identify areas of growth in their instructional practice.	0	0

Planned Actions/Services **Actual Actions/Services** **Budgeted Expenditures** **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

HTH shared best practices of using student survey data to help teachers identify areas of growth in their instructional practice.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes anticipated.

Goal 11

Maintain basic services

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percent of credential teachers - 100%	Percent of credential teachers - 100%
Percent of teachers with access to a budget to purchase instructional materials - 100%	Percent of teachers with access to a budget to purchase instructional materials - 100%
Percent of maintenance requests filled within a week - 75%	Percent of maintenance requests filled within a week - 75%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning	HTH SBC provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning	18,958,591	18,958,591

Planned Actions/Services   **Actual Actions/Services**   **Budgeted Expenditures**   **Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> HTH SBC provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No changes anticipated.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

HTH SBC engages with stakeholders through family meetings, student and family surveys, and staff professional development each school year. HTH SBC begins dialogue about the LCAP in the fall with a series of family meetings relating to the LCAP goals for that year. The process culminates in a winter / spring meeting where budgets and goals for the LCAP are discussed. Families are invited to attend these meetings through email, weekly newsletters, and phone calls many in Spanish were made by the family outreach coordinator.

At the North County campus, on January 11, a village-wide North County LCAP meeting took place. At this meeting, K-12 families learned about LCAP spending and the progress that was being made to achieve LCAP goals. Information about 17/18 LCAP goals, budget, and relevant aggregate student data was shared. Parents were invited to share their reactions to the data and identify needs to best support students for the 17-18 school year. Many of the families present spoke Spanish. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish. The strong turnout from the HTH Latino community was due to the work of the family outreach coordinator who has built strong relationships with families and connected with the HTH Latino parent group Padres Unidos.

At the Chula Vista campus, a similar village-wide LCAP meeting took place on April 12th. At this meeting, Chula Vista families shared things they loved and things that could be improved about the student experience. Families learned about LCFF funding and discussed the new 18/19 LCAP goals along with related actions and services. The meeting concluded with families contributing ideas for additional actions and services to help achieve LCAP goals. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish. There was a particular focus on asking parents how to increase parent engagement for the next school year.

Additional input was gathered from various stakeholders including parents, students, and staff during multiple meetings with HTH SBC school

directors. LCAP data was gathered often and was discussed in regular meetings over the course of the year with school faculty.

The issues that were raised in those contexts helped drive the development of this year's goals. Student voice was included through the YouthTruth and other surveys, and through focus groups, and individual conversations with students. An additional source of family feedback was provided by the YouthTruth family survey which was administered at most HTH SBC schools this year. The survey is another way to engage families about their experience at HTH SBC and get ideas about how to better support students which will be implemented into LCAP plans moving forward.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After the input from parents, staff and students, some common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. The common elements include increasing supports for students - especially English Learners and students struggling with socio-emotional issues, improving the connection between families and our school, reducing out of school suspensions, and tracking and supporting students' growth in literacy and mathematics. Parents shared that they supported the plans outlined for the 18-19 year and in particular appreciated the support students received from academic coaches. In addition, they shared how much they valued the Community Outreach Coordinator's role and the work supporting family participation in the school. This reflects the positive results of an effort by HTH SBC to engage Latino families by providing translation services at events. HTH SBC will continue providing these services in future LCAP plans.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 1

Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 7, 8

Local Priorities:

Identified Need:

HTH seeks to create a culture of craftsmanship where students produce high quality work that is meaningful both to learners and to the broader community. This work invites families and community members to engage with student learning and allows students the opportunity to present their work to an authentic audience.

Furthermore, HTH recognizes a need to engage families in the life of the school with a particular focus on families of socioeconomically disadvantaged students, EL, and foster youth. For this reason, HTH SBC schools will continue to fund the position of Community Outreach Coordinator. The Community Outreach Coordinator builds relationships with families, provides translation services, hosts events where families are invited to share their perspective, and involves families in decision making around the LCAP/Title 1 process. These efforts by the family engagement coordinator to use effective family engagement strategies can have large impacts on students outcomes according to researchers: "When schools use effective family engagement practices, students in those schools were ten times more likely to improve their mathematics performance and four times more likely to improve their reading performance than students attending schools that did not implement meaningful engagement practices" (Wood & Bauman, 2017). Deeper engagement by HTH SBC families is likely to feed a virtuous cycle of improved academic outcomes and higher quality student work.

Wood, L., & Bauman, E. (2017, February). Retrieved May 11, 2018, from https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS	96%		98%	98%
Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.	90%		91%	93%
% of HTH faculty reporting creating projects that meet community needs	Pending		Pending	Pending

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Youth Truth family survey describing the degree to I understand my school's goals. National Percentile Ranking.	75%	75%	76%	78%
Youth Truth family survey: describing the degree I would recommend my school to parents seeking a school for their child. National Percentile Ranking.	65%	65%	66%	67%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

| All Students | | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Continue to host biannual village exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, HTHCV, HTHNC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Fund position of community outreach coordinator to create richer internship and project experiences by creating deeper relationships with the community.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		100,000	
Source		0900	
Budget Reference		Supplemental	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 2

Improve Student-Centered Instruction: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7

Local Priorities:

Identified Need:

HTH seeks to deepen student centered instruction in literacy, numeracy, and science with a particular emphasis on utilizing strategies that support the academic success of EL students. This particular focus on literacy, numeracy, is motivated by the CA dashboard where ELA and Math indicators indicate an opportunity for growth particularly for socioeconomically disadvantaged and EL students. An additional three days of professional development either focused on literacy, numeracy, and science instruction is planned for the 18/19 school year with a special focus on incorporating strategies that support EL students.

One strategy that HTH SBC intends to implement to support EL students is explicit vocabulary instruction. In a paper titled Effective Instruction for English Learners the authors argue that: "As many studies attest, vocabulary is the first important step toward and, indeed, the foundation of, school success for English learners and other students" (Calderon et al, 2011). For this reason, incorporating more explicit vocabulary instruction is one of the high leverage change ideas to be developed and later implemented by the literacy group during these professional development days.

More broadly, HTH plans to employ instructional strategies that are aligned with a student centered approach. For example, HTH has chosen to implement a Cognitively Guided Instruction (CGI) math instructional model because CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem solving abilities. Like CGI, each instructional strategy fits the Student Centered Learning Model developed by Jobs for the Future. This model describes the following characteristics as key to students centered practice: learning is personalized, competency based, takes place anytime/anywhere, and students exert ownership over their learning. This model brings together research from various fields including the learning sciences to argue that an emphasis on student centered practices or deeper learning leads to "the knowledge, skills, and dispositions to succeed in college, career, and civic life." (Students at the center, 2014) This research finding that a student centered approach enhances college readiness and capacity informs the focus of this LCAP goal on student centered instruction.

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective Instruction for English Learners. The Future of Children. Retrieved May 11, 2018, from https://files.eric.ed.gov/fulltext/EJ920369.pdf.

Students at the center initiative overview. (n.d.). Retrieved May 11, 2018, from http://www.jff.org/sites/default/files/iniatiatives/files/SATC-One-Pager-050817.pdf

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Status Indicator	71.5%		72%	73%
LCFF Rubric ELA (K-8) indicator	Yellow	Yellow	Green	Green

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students meeting or exceeding growth projection NWEA MAP Reading Assessment (Middle School)	44%		46%	50%
% of Students meeting or exceeding growth projection NWEA MAP Math Assessment (Middle School)	47%		49%	51%
Fountas and Pinnell Reading Assessment % of students meeting end of year grade level benchmark or a years worth of growth (elementary school)	65%		68%	70%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCFF Rubric math indicator (K-8)	Yellow	Yellow	Green	Green
CGI Math Assessment (Elementary)	Pending		Pending	Pending
SAT Math and Reading Assessment (High School)	Pending		Pending	Pending
HTH science faculty exposed to at least one NGSS professional development opportunity	67%	76%	79%	85%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional supports to improve literacy instruction at HTH SBC schools. Many sites have

2019-20 Actions/Services

incorporated literacy coaches, math instructional coaches, and funds to support additional professional development to support improved literacy and math instruction. In addition, provide professional learning experiences focused on explicit vocabulary development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		566,264	
Source		0900	
Budget Reference		Supplemental	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

According to the California Dashboard, HTH SBC schools have a "medium" suspension rate. In addition, the student group report indicates that HTH SBC schools could improve by reducing the suspension rate for specific subgroups including English Learners, students with disabilities, African American students, and students identifying two or more races.

To proactively avoid negative behaviors that result in suspensions, HTH is focused on further developing a culture of belonging. To achieve this goal, HTH teachers practice a learner centered, inclusive approach that supports student wellness and challenges each student. All students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in kindergarten and extending through grade twelve. HTH students are encouraged to think of themselves as inquisitive, resilient lifelong learners, who have agency in their learning and achievement.

Structures such as advisory, and an emphasis on productive group work contribute to a sense of belonging among, students, as well as an

atmosphere of safety and collaboration. Data from the nationally-normed YouthTruth survey indicates HTH students are in the 89th percentile nationally in their agreement with the statement, "I feel a part of this community." HTH students' agreement with the statement, "Discipline is fair" is in the 87th national percentile. Since research suggests that "restorative justice is a useful method of keeping students in school while promoting positive relationships," (Owen, Wettach, and Hoffman, 2015) HTH seeks to use restorative practices to reduce the rate of suspensions while supporting the development of a nurturing school community.

Owen, Jenni, Jane Wattach, and Katie Claire Hoffman. (2015). Instead of Suspension: Alternative Strategies for Effective School Discipline. Duke Center for Child and Family Policy and Children's Law Clinic. Accessed May 7, 2018

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of chronic absenteeism	6.5%		6%	5.8%
Rate of chronic absenteeism SED students	7.1%		6.8%	6.6%
P2 Attendance	96%		96.3%	96.4%
Suspension rate	1.9%		1.9%	1.8%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate SED students	3%		2.9%	2.8%
Youth Truth student survey describing the degree to which students believe that discipline is fair. National percentile ranking. (6-12)	80%		82%	84%
Youth Truth student survey describing the degree to which students believe I am part of the community. National percentile ranking. (6-12)	85%		86%	87%
Elementary Student Survey question	Pending		Pending	Pending

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Youth Truth student survey summary measure describing the degree of English Learner student engagement. National percentile ranking. (6-12)	85%		86%	88%
Youth Truth family survey describing the degree to which teachers and students care about each other. National percentile ranking.	80%		85%	87%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Continue to fund a Dean or Social-Emotional Coordinator at each site to implement restorative practices, and support the development and maintenance of a happy, healthy, student community. In addition, provide free bus passes for SED students to ensure all students have safe transportation options.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		320000	
Source		0900	
Budget Reference		Supplemental	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Provide ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices

2019-20 Actions/Services

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount		0	
Source		0900	
Budget Reference		Supplemental	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   **Location(s)**

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, HTMCV, HTMNC, HTHNC, HTHCV

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Support collaboration across schools in examining data regarding sense of belonging from the nationally-normed Youth Truth survey in order to identify and spread best practices across the SBC	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, HTeCV, HTeNC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

	New	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Develop a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support. (4,5,6)

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6

Local Priorities:

Identified Need:

HTH recognizes that some students encounter difficulties that hinder their success in school, and that early and deliberate intervention can help increase both student achievement and likelihood of graduation. Academic, social-emotional, behavioral difficulties, and inconsistent attendance all contribute to a student's challenges in school. For this reason, HTH seeks to incorporate/strengthen supports for students that address needs in all these areas. Broader research demonstrates that unaddressed skill gaps in academic and social-emotional areas negatively impact the trajectory of some subgroups more significantly than their peers. Socio-economically disadvantaged students and students of color are disproportionately represented in groups of chronically absent students and those receiving disciplinary referrals, suspensions, and referrals to be assessed for special education services. Understanding this reality, HTH strives to improve and sustain supports most likely to affect these groups. For example, HTH SBC schools have begun to implement the CPS model developed by Ross Greene to proactively meet the needs of struggling students. Students demonstrating challenging behaviors work with teachers create mutually agreeable solutions using a protocol called a "Plan B". During the 17/18 school year, teachers noted improved relationships with students who consistently participated in these "Plan B" meetings, as well as reductions in the frequency and severity of challenging behavior.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Plan B meetings taking place at HTH schools	25		30	35
% of young men of color receiving at least one D/F (6-12)	8%		7.5%	7%
Number of students receiving Fundations or LLI reading intervention (K-5)	30		40	40

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having behavioral challenges that are affecting their learning.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**

	New	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Academic coaches, apprentice teachers, Chromebooks, and Mindplay reading intervention software to provide additional academic support to struggling students	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		800,000	
Source		0900	
Budget Reference		Supplemental	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Provide additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		284,314	

Source		0900	
Budget Reference		Supplemental	

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Work with school staff to implement chronic absenteeism intervention (change package) across all schools.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 5

Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities:

Identified Need:

HTH is particularly focused on increasing the rate at which HTH SBC students attend and graduate from college. HTH seeks to increase the number of socioeconomically disadvantaged and EL students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. To achieve these goals, HTH supports students finding an opportune college match by providing dedicated college counseling staff at each HTH SBC high school. A recent study by Ben Castleman and Joshua Goodman indicates that high quality college counseling can lead to an improvement in college match for low income students: "The study found that those students who received the counseling were more likely -- by 52 percentage points -- to enroll in one of the program's recommended colleges. Further, they were less likely to enroll at community colleges and at four-year colleges that were not recommended by the program." (Jaschik, 2018) In addition, HTH has increased the number of students concurrently enrolled with community college partners in English and math course work with the goal of reducing the number of HTH alumni enrolled in remedial coursework. Finally, HTH seeks to reduce the rate of summer melt where HTH seniors who reported plans to attend college fail to enroll in college the fall after their senior year.

Jaschik, S. (2018). The Power of College Counseling. Inside Higher Ed. Retrieved May 11, 2018, from

https://www.insidehighered.com/admissions/article/2018/01/08/study-tracks-impact-intensive-college-counseling-low-income-students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students in A-G approved coursework	95%		96%	96%
Percentage of students completing the SAT or ACT	92.2%		92.5%	93%
Percentage of students reporting enrolling in college	95%		95%	96%
Percentage of students completing FAFSA	80%		82%	84%

Percentage of SED students awarded a Calgrant	55%		58%	60%
Percentage of students enrolling in a 4 year college	68%		70%	71%
HTH anticipated six year college graduation rate	52%		54%	56%
Number of students taking at least one college level course	Pending		Pending	Pending
% of young men of color enrolling in honors classes	65%		66%	68%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

Specific Schools, HTHCV, HTHNC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Provide college counseling supports to students in completing FAFSA, college applications, SAT/ACT.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		160000	
Source		0900	
Budget Reference		Supplemental	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, HTHCV, HTHNC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Deepen relationships with community college partners to increase the number of students taking college coursework in English and math

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	
Source		N/A	
Budget Reference		N/A	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, HTHCV, HTHNC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Reducing summer melt text message campaign	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	

Source   N/A

Budget Reference   N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 6

Maintain Basic Services

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

HTH is aware of the research indicating that unequal distribution of qualified teachers has been a contributing factor to the achievement gap, and socio-economically disadvantaged students disproportionately experience less access to quality learning materials (Darling-Hammond, 2001; Loschert, 2015). For this reason, HTH works to ensure that all HTH teachers will be credentialed or currently enrolled in an intern credentialing program. Furthermore, all students will have access to necessary instructional materials that support rich projects, informed by the Common Core State Standards and Next Generation Science Standards. In addition, by not offering tracked classwork, HTH SBC schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

HTH is committed to maintaining the physical infrastructure of school buildings so at to provide an environment conducive to student learning. In addition, HTH pursues environmentally friendly building practices that have been recognized through the awardance of LEED certified status for HTH SBC buildings.

Darling-Hammond, Linda. (2001). Inequality in Teaching and Schooling: How Opportunity is Rationed to Students of Color in America. Smedley BD,

Stith AY, Colburn L, et al.;The Right Thing to Do, The Smart Thing to Do: Enhancing Diversity in the Health Professions: Summary of the Symposium on Diversity in Health Professions in Honor of Herbert W.Nickens, M.D.
Institute of Medicine (US). Washington (DC): National Academies Press (US). Accessed May 7, 2018
https://www.ncbi.nlm.nih.gov/books/NBK223640/

Loschert, Kristen. (Aug 4, 2015). Teacher Quality Gaps: New Studies Reveal Wide Disparities in Student Access to High-Quality Teachers. Alliance for Excellent Education. Vol (15). Accessed May 7, 2018 https://all4ed.org/articles/teacher-quality-gaps-new-studies-reveal-wide-disparities-in-student-access-to-high-quality-teachers/

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of credentialed teachers	100%		100%	100%
Percent of teachers with access to a budget to purchase instructional materials	100%		100%	100%
Percent of maintenance requests filled within a week	75%		76%	77%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		21,019,360	
Source		1000	
Budget Reference		LCFF Base	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

1,775,701

Percentage to Increase or Imporve Services

9.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

HTH SBC is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTH SBC is making expenditures to provide services that only serve unduplicated students. In other cases, HTH SBC plans to improve and provide additional services to address challenges disproportionately affecting socioeconomically disadvantaged students, English learners, and foster youth.

Services directed solely at socioeconomically disadvantaged, English learners, and foster youth

English Learner Supports

HTH SBC is investing in an EL coordinator at each site to provide additional services and supports to English learners. Each EL coordinator helps

develop professional development focused on instructional strategies that best support EL students. At times they provide coaching to teachers on how to best employ instructional strategies to support ELs. In addition, they track the progress of ELs to ensure they are making academic growth. Finally, EL coordinators work individually with specific EL students to facilitate vocabulary and reading growth.

Services to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students

HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTH SBC schools. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. (Ordway, 2016) found that suspensions undermined the development of math and literacy competencies: "Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not" (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. Toward this goal, HTH started the process of implementing Restorative Practices at HTH SBC schools over the last three years. HTH SBC proposes to use LCAP supplemental to fund the positions of dean of students and social emotional coordinators to deepen this implementation of RP as an alternative to traditional disciplinary practices.

Ordway, D. (2016, February 23). Student suspension from school: Impact on academic achievement by race. Retrieved May 11, 2018, from https://journalistsresource.org/studies/society/education/race-school-suspension-academic-achievement

Additional services to address Chronic Absenteeism
The academic literature indicates that chronic absenteeism matters to school performance. For example, frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (NAEP) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

All 13 HTH schools are implementing a chronic absenteeism intervention. Across the organization, socioeconomically disadvantaged students are chronically absent at a rate of 7.6%, which is lower than the statewide average of 10.8% for all students.

The intervention, parts of which have been automated to make the process more consistent across the system, includes the following:

1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.

2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.

3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.

4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared.

An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff may implement an attendance contract indicating that course credit may be lost if students miss a designated number of classes.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: "positive messaging, actionable data, capacity building, and shared accountability."

Being chronically absent leads to worse academic outcomes, so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student, HTH aspires to develop a deep sense of belonging among each student and family. HTH SBC provides these services and seeks to reduce the rate of chronic absenteeism by funding a community outreach coordinator, administrative aide, and providing bus passes for socioeconomically disadvantaged students.

Buehler, M. H., Taponga, J., & Chang, H. N. (2012). Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools.

Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Home. (n.d.). Retrieved from http://www.attendanceworks.org/

CPS model to address challenging behaviors by providing additional emotional and academic supports

HTH SBC schools seek to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Dr. Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the social, emotional, and cognitive skills necessary to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in Lost At School, "The first step in helping a challenging kid is to identify the skills he's lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP" (Greene, 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified, the most appropriate interventions for the student to support the development of the necessary skills can implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive, non-punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol. "Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties' concerns are addressed and the problem gets solved" (Greene, 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model emphasizes building a supportive relationship with the student and seeking to identify factors contributing to a student's difficulty which might not be easily apparent. Staff uses students' insights about their difficulties and the contexts in which they occur, and focus on addressing one problem at a time. Progress is celebrated, and students begin to see themselves as capable of solving problems that are affecting them. Teachers often gain useful context about issues contributing to a child's challenges, and often are able to make adjustments to their instruction, or behavioral management strategies that better suit a student's particular needs. Throughout this process, the relationship between the teacher and student is strengthened, which contributes to increased engagement. Each CPS team, comprised of a student, their teacher(s), and a trained CPS facilitator meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions, HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support, HTH SBC proposes to use LCAP supplemental to fund academic coaches, apprentice teachers, and student support teachers.

Greene, R. W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

Additional services to ensure students complete the FAFSA and are awarded a Calgrant

This year HTH has been focused on increasing the rate of FAFSA completion at HTH SBC schools with the goal of increasing the number of HTH SBC students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data indicated that some HTH students didn't receive a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTH SBC schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant.To provide college going support HTH SBC proposes to use LCAP to fund additional college advising services.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Imporve Services
2,230,578	11.10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

HTH SBC is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTH SBC is making expenditures to provide services that only serve unduplicated students. In other cases, HTH SBC plans to improve and provide additional services to address challenges disproportionately affecting socioeconomically disadvantaged students, English learners, and foster youth.

Services directed solely at socioeconomically disadvantaged, English learners, and foster youth

English Learner Supports

HTH SBC is investing in an EL coordinator at each site to provide additional services and supports to English learners. Each EL coordinator helps develop professional development focused on instructional strategies that best support EL students. At times they provide coaching to teachers on how to best employ instructional strategies to support ELs. In addition, they track the progress of ELs to ensure they are making academic growth. Finally, EL coordinators work individually with specific EL students to facilitate vocabulary and reading growth.

Services to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students

HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTH SBC schools. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. (Ordway, 2016) found that suspensions undermined the development of math and literacy competencies: "Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not" (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. Toward this goal, HTH started the process of implementing Restorative Practices at HTH SBC schools over the last three years. HTH SBC proposes to use LCAP supplemental to fund the positions of dean of students and social emotional coordinators to deepen this implementation of RP as an alternative to traditional disciplinary practices.

Ordway, D. (2016, February 23). Student suspension from school: Impact on academic achievement by race. Retrieved May 11, 2018, from https://journalistsresource.org/studies/society/education/race-school-suspension-academic-achievement

Additional services to address Chronic Absenteeism
The academic literature indicates that chronic absenteeism matters to school performance. For example, frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (NAEP) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

All 13 HTH schools are implementing a chronic absenteeism intervention. Across the organization, socioeconomically disadvantaged students are chronically absent at a rate of 7.6%, which is lower than the statewide average of 10.8% for all students.

The intervention, parts of which have been automated to make the process more consistent across the system, includes the following:
1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.
2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.
3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.
4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared.
An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff may implement an attendance contract indicating that course credit may be lost if students miss a designated number of classes.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: "positive messaging, actionable data, capacity building, and shared accountability."

Being chronically absent leads to worse academic outcomes, so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student, HTH aspires to develop a deep sense of belonging among each student and family. HTH SBC provides these services and seeks to reduce the rate of chronic absenteeism by funding a community outreach coordinator, administrative aide, and providing bus passes for socioeconomically disadvantaged students.

Buehler, M. H., Taponga, J., & Chang, H. N. (2012). Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools.

Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Home. (n.d.). Retrieved from http://www.attendanceworks.org/

CPS model to address challenging behaviors by providing additional emotional and academic supports

HTH SBC schools seek to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Dr. Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the social, emotional, and cognitive skills necessary to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in Lost At School, "The first step in helping a challenging kid is to identify the skills he's lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP" (Greene, 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified, the most appropriate interventions for the student to support the development of the necessary skills can implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive, non-punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol. "Plan B helps adults and kids work together,

as partners, towards mutually satisfactory solutions so that both parties' concerns are addressed and the problem gets solved" (Greene, 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model emphasizes building a supportive relationship with the student and seeking to identify factors contributing to a student's difficulty which might not be easily apparent. Staff uses students' insights about their difficulties and the contexts in which they occur, and focus on addressing one problem at a time. Progress is celebrated, and students begin to see themselves as capable of solving problems that are affecting them. Teachers often gain useful context about issues contributing to a child's challenges, and often are able to make adjustments to their instruction, or behavioral management strategies that better suit a student's particular needs. Throughout this process, the relationship between the teacher and student is strengthened, which contributes to increased engagement. Each CPS team, comprised of a student, their teacher(s), and a trained CPS facilitator meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions, HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support, HTH SBC proposes to use LCAP supplemental to fund academic coaches, apprentice teachers, and student support teachers.

Greene, R. W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

Additional services to ensure students complete the FAFSA and are awarded a Calgrant

This year HTH has been focused on increasing the rate of FAFSA completion at HTH SBC schools with the goal of increasing the number of HTH SBC students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data indicated that some HTH students didn't receive a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTH SBC schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant.To provide

college going support HTH SBC proposes to use LCAP to fund additional college advising services.