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. During the current school year, High Tech Elementary Explorer (HTex) served 353 students in grades K-5. The school is located in Point Loma, San Diego.

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 CA Dashboard, 36.3% of HTex students qualified for free or reduced-price lunch, and English learners represented 12.5% of the HTex student population.

All HTH 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.

HTex 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 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 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

Building Capacity and Data Infrastructure to Support Continuous Improvement
HTH 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 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 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 teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. To date, ninety four 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 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 LCAP that is updated in real-time. This data dashboard provides HTH 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.

English Learner Engagement at HTH

HTex is 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. HTex 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 ranked in the 97th percentile nationally for this level of engagement among English learners. HTH 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.

College Access

HTH has been focused on increasing the rate of FAFSA completion at HTH schools with the goal of increasing the number of HTH 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 students had not received a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTH 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 schools plan to continue this focus on FAFSA completion and Calgrant awardance as described by LCAP goal five.

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 HTex 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, HTex plans to pilot CGI end-of-year assessments to provide data to teachers as they design their curriculum for next year.

Literacy
While the HTex 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.

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

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 HTex has identified reducing the

suspension rate as an important goal. The LCFF evaluation rubric- while currently green- indicates that HTH could improve by reducing the suspension rate for specific subgroups including Hispanic and students with disabilities. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices. 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 HTex 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 YouthTruth Data from the current 17/18 school year indicate that students believe discipline is fair and feel part of a community. HTH students rank at the 90th national percentile in response to the question: "Discipline is fair." In addition, HTH 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 HTex 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 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	3,640,605

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	2,935,352

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.

HTex 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	2,935,352

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	Actual
Rate of Chronic Absenteeism = 6.3%	Rate of Chronic Absenteeism = 7.3% YTD
Rate of Chronic Absenteeism Socio economically Disadvantaged Students = 7.1%	Rate of Chronic Absenteeism Socio economically Disadvantaged Students = 10.9% YTD

Expected

P2 Attendance = 96%

Actual

P2 Attendance = 96%

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.	After a high number of absences, an email is sent or phone call is made, and identified families are invited in for a face to face meeting.	0	0

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.

> After a high number of absences, an email is sent or phone call is made, and identified families are invited in for a face to face meeting.

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

> Moderately effective. The rate of chronically absent students at HTex is significantly higher than the goals set.

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.

> Earlier and more regular phone calls home. Lower threshold for initial phone calls notifying families of multiple absences.

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%

Actual

Suspension Rate= .8% YTD

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	All staff was exposed to restorative practices. Preventative and restorative circles were conducted to respond to harm. Dean and social-emotional support person provided additional support to students and teachers.	0	0

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.

All staff was exposed to restorative practices. Preventative and restorative circles were conducted to respond to harm. Dean and social-emotional support person provided additional support to students and teachers.

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.

Use data to notice and respond to trends in challenging student behavior
Provide routines for faculty to reflect on and support student behavior
Implement preventative measures for particular students
Excite Steps consulting re: behavior and providing additional ECBA supports

Goal 3

Improve outcomes for English Learners

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
EL Reclassification Rate was pending	EL Reclassification Rate = 80% According to CA Dashboard

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.	Hired one part-time employee as an EL support specialist who worked with students to develop academic language, provided push-in and pull-out support, and worked with teachers to develop strategies to use with English learners. Also hosted an evening event with Spanish-speaking parents providing more information about the reclassification process.	5490	5490

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.

Hired one part-time employee as an EL support specialist who worked with students to develop academic language, provided push-in and pull-out support, and worked with teachers to develop strategies to use with English learners. Also hosted an evening event with Spanish-speaking parents providing more information about the reclassification process.

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.

Improve teacher coaching; more and better professional development focused on strategies to support language acquisition and literacy for English learners.

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 ELA Rubric = Pending	LCFF ELA Rubric = Green
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%
Fountas & Pinnell Text Levels Assessment - % of students at grade level or making a years worth of growth = Pending	Fountas & Pinnell Text Levels Assessment - % of students at grade level or making a years worth of growth = 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 including PD to improve literacy instruction	Expanded access to Teachers' College workshop Staff days focused on incorporating reading and writing into projects Conducted project tunings focused on literacy LLI is part of literacy in all classrooms Fundations all K and as an intervention strategy for identified students Shared PD with HTe focused on Balanced Literacy	5270	5270

| 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.

Expanded access to Teachers' College workshop
Staff days focused on incorporating reading and writing into projects
Conducted project tunings focused on literacy
LLI is part of literacy in all classrooms
Fundations all K and as an intervention strategy for identified students
Shared PD with HTe focused on Balanced Literacy

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

Additional literacy support for teachers seems to be making a difference for students, especially in the younger grades
There is more and improved writing evident in student projects
Teachers report strong improvement for students through LL

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.

Implement Wilson Reading program in kindergarten and first grade. Use as intervention in second grade.

Designate a literacy block and inclusion block where education specialists (SpEd certified) push in to classes to provide additional support.
Facilitate further project tunings focused on litera

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
LCFF Rubric Math = Pending	LCFF Rubric Math = Green
ST Math = Pending	ST Math = Pending
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%

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 Mathematical Agency Improvement Community. In addition, instructional support is provided by a coach.	Many teachers participated in MAIC Stephanie Smith visited 4-5 times, coaching the implementation of CGI Professional development day dedicated to math Staff discussion group reading "Children's Mathematics" Shared monthly PD with HTe includes examining math data with colleagues working in the same grade level.	None	None

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 teachers participated in MAIC
Stephanie Smith visited 4-5 times, coaching the implementation of CGI
Professional development day dedicated to math
Staff discussion group reading "Children's Mathematics"
Shared monthly PD with HTe includes examining math data with colleagues working in the same grade level.

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

It was Effective. Children's number sense has drastically improved
Students' willingness to tackle and grapple with complex tasks has increased
Students demonstrate increased confidence and clarity in explaining their mathematical reasoning.

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 work with Dr. Stephanie Smith and implement CGI
Involve education specialists in CGI training

Incorporate time to explore specific mathematical concepts into project planning days

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.	Additional support for teachers to align NGSS with science instruction and projects.	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.

> Three teachers participate in NGSS Lesson Study
> NGSS-aligned ant project, in collaboration with university researchers was brought back to entire grade level.
> Project work has become more science-based.

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 the number of science teachers participating in science lesson studies and other NGSS related professional development.

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 - 1.1%	Suspension Rate - .8%
Number of students participating in CPS process - 25	Number of students participating in CPS process - 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 academic support to struggling students. Support is provided by academic coaches, student support teachers, an instructional coach and apprentice teachers.	Two teachers tasked with running CPS process with assistance from the school psychologist.	163389	163389

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.

Two teachers tasked with running CPS process with assistance from the school psychologist.

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

Effective. Decline in rate of suspensions compared to last year.

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.

Initiate regular meetings with inclusion staff to talk strategies to support struggling students.

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	**Actual**
Percentage of HTH students participating each year in an exhibition, presentations of learning, and/or student-led conference - 100%	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 - 90%	Percentage of HTH families attend an exhibition, presentations of learning, or student-led conference - 95%

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.	All HTex students publicly presented 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.

> All HTex students publicly presented their learning.

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

> Very 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

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 students in A-G approved coursework -96%	Percentage of HTH students in A-G approved coursework -Pending
Percentage of HTH students reporting enrolling in college - 95%	Percentage of HTH students reporting enrolling in college - Pending
Percentage of HTH SED students awarded a Calgrant - 70%	Percentage of HTH SED students awarded a Calgrant - 64%

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

Provided additional supports to students in completing 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.

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

Percentage of HTH teachers who have completed a process of analyzing student survey results - 40%

Actual

Percentage of HTH teachers who have completed a process of analyzing student survey results - 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**

Spread best practices of using student survey data to help teachers identify areas of growth in their instructional practice.	HTex is still focused on developing a student survey appropriate for the developmental stage of elementary school students.	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.

> HTex is still focused on developing a student survey appropriate for the developmental stage of elementary school students.

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.

> HTex plans to develop a student survey appropriate for the developmental stage of elementary school students.

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	Provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning	2567198	2567198

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.

> 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.

> Very Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> None

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.

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?

HTex engages with stakeholders through family meetings, student and family surveys, and staff professional development each school year. HTex began a dialogue about the LCAP in the fall with a series of family meetings relating to the LCAP goals for that year. The process culminated in a spring meeting where budgets and goals for the LCAP were discussed. Families were invited to attend these meetings through email, the newsletter, and phone calls. Phone calls were also made in Spanish to engage HTex's Spanish-speaking families.

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. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish.

Additional input was gathered from various stakeholders including parents, students, and staff during multiple meetings with the HTex school director. 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 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 schools this year. The survey is another way to engage families about their experience at HTH and get ideas about how to better support students and 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 socioemotional issues, improving the connection between families and 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 change to free aftercare.

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, HTex will continue to provide ongoing opportunities for families to engage with student work through exhibition and student-led conferences and connect meaningfully with school leadership through periodic coffee-and-conversation events. "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 HTex 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.	98%		98%	98%
Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.	95%		95%	96%
Youth Truth Family Survey National Percentile Ranking: "I would recommend my school to parents seeking a school for their child."	Pending		Pending	Pending

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Youth Truth Family Survey National Percentile Ranking: "I understand my school's goals."	Pending		Pending	Pending

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	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Continue to host biannual 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	

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

(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 HTex 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
English Learner Status (CA Dashboard)	80%		81%	83%
LCFF Rubric ELA (K-8) indicator	Yellow		Yellow	Green

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fountas & Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth	72%		73%	75%
LCFF Rubric math indicator	Green		Green	Green
CGI Math Assessment	Pending		Pending	Pending
% of HTH science faculty exposed to at least one NGSS professional development opportunity	Pending		Pending	Pending

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)**
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	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	New

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
	Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional	Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional

	supports to improve literacy instruction at HTex.	supports to improve literacy instruction at HTex.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	0
Source		N/A	N/A
Budget Reference		N/A	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	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 CGI math instruction for teachers. Provide additional supports to improve math instruction at HTex.

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

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:

Schoolwide

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 focused on explicit vocabulary development for teachers. Provide additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process.

2019-20 Actions/Services

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 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, HTex has a "medium" suspension rate, but it is coded green since the rate decreased. The student group report indicates that HTex could improve by reducing the suspension rate for socioeconomically disadvantaged students. That subgroup is currently ranked yellow, as the rate is high, but has declined significantly.

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 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 morning and closing meeting, 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
https://law.duke.edu/childedlaw/schooldiscipline/downloads/instead_of_suspension.pdf

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of chronic absenteeism	7.3%		7.2%	7.1%
Rate of chronic absenteeism SED students	10.9%		10.5%	10.2%
P2 Attendance	96%		96%	96%
Suspension rate	1.5%		1.3%	1.2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate SED Students	2.5%		2.3%	2.1%
Elementary Student Survey Question	Pending		Pending	Pending

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)

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

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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		70000	
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

<div align="center">

OR

</div>

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

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	Schoolwide	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**
	Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH	

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.

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 schools have begun to implement the CPS model developed by Dr.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 / ALSUP meetings taking place across HTH schools	Pending		Pending	Pending
Number of students receiving Fundations or LLI reading intervention	Pending		Pending	Pending

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)
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	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.	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	

Year	2017-18	2018-19	2019-20
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

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	Schoolwide	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 and apprentice teachers provide additional academic support to identified students. In addition, provide student transportation, community outreach, and administrative support.	Academic coaches and apprentice teachers provide additional academic support to identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		127,508	
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	Schoolwide	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
	Modified	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	

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

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

Modified

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 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 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 HTH students reporting enrolling in college	95%	96.4%	96.8%	97%

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.

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

Unchanged

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, HTex 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 several school 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
Percent of credentialed teachers	100%	100%	100%	100%
Percent of teachers with access to a budget to purchase instructional materials	100%	100%	100%	100%

| Percent of maintenance requests filled within a week | 75% | 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	Modified	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	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	2567198	2,737,844	
Source	LCFF Base	LCFF Base	
Budget Reference	1000	1000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

177,991

Percentage to Increase or Imporve Services

6.93%

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.

HTex is focused on improving existing services and directing additional services to best serve low income, English learners, and foster youth. In some cases, HTex is making expenditures to provide services that only serve unduplicated students. In other cases, HTex plans to improve and provide additional services to address challenges disproportionately effecting low income, English learners, and foster youth.

Services directed solely at low income, English learners, and foster youth

English Learner Supports
HTH is investing in an EL coordinator at each site to provide additional services and supports to English learners. These faculty members lead PD related to English learning, support teachers in employing strategies to support ELs, and track the progress of EL's to ensure they are making academic growth. In addition, EL coordinators facilitate vocabulary and reading support for English learners.

Services to address challenges disproportionately effecting low income, English learners, and foster youth

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging amongst 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 HTex. 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 belongingness and academic support/continuity. Toward this goal, HTH started the process of implementing Restorative Practices (RP) at HTH schools over the last two years.

Additional services to address Chronic Absenteeism

The academic literature indicates that chronic absenteeism matters to school performance. 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).

By implementing a chronic absenteeism intervention at two HTH schools the overall rate of chronic absenteeism at HTH schools has decreased over the last two years. During the 2014-15 year, HTH piloted a chronic absenteeism intervention at HTHNC that has proven to be effective. This intervention spread to an additional two schools during the 15-16 school year, where we have also seen significant improvement.

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 the family know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and clear obstacles getting in the way of 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 sometimes implement an informal contract indicating that course credit may be lost if students are absent a specific number of additional times.

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". By implementing this intervention HTH was able to reduce the rate of chronic absenteeism at the three participating schools by up to 85% which was statistically significant at the $p < .0001$ level. HTH seeks to spread this chronic

absenteeism intervention to HTex. By implementing this effective chronic absenteeism

intervention across each HTH school the number of students chronically absent each year will decline. HTH low income students are greater than 30% more likely to be chronically absent as compared to all HTH students. However, after implementing this intervention, gaps in chronic absenteeism by income were reduced or eliminated. 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 belongingness amongst each student and family. HTex provides these services and seeks to reduce the rate of chronic absenteeism by providing community outreach, administrative support, and providing a bus pass for low income students where appropriate.

CPS model to address challenging behaviors by providing additional emotional and academic supports
HTex seeks 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 Professor 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 necessary socio-emotional and cognitive skills 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, P. 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 intervention 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, P. 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 would emphasize the implementation of the appropriate intervention based on the need of the student. In addition, each CPS team, comprised of a student, their teachers, academic coaches, would meet on a recurring basis to assess the effectiveness of any intervention and develop an updated plan 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 HTex proposes to use LCAP to fund a combination of academic coaches, apprentice teachers, instructional coaches, and student support teachers.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

197,508

Percentage to Increase or Imporve Services

7.21%

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.

HTex is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTex is making expenditures to provide services that only serve unduplicated students. In other cases, HTex 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

HTex is investing in an EL coordinator 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 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 schools over the last three years. HTH proposes to use LCAP supplemental to fund the position of a social emotional coordinator 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. HTex 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

HTex 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, HTex 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 HTex schools with the goal of increasing the number of HTex 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 HTex 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 HTex proposes to use LCAP to fund additional college advising services.