School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-2020 LCAP Year**

This chart shows the total general purpose revenue HIGH TECH ELEMENTARY EXPLORER expects to receive in the coming year from all sources.

The total revenue projected for HIGH TECH ELEMENTARY EXPLORER is $3,484,150.00, of which $2,898,300.00 is Local Control Funding Formula (LCFF), $238,057.00 is other state funds, $221,898.00 is local funds, and $125,895.00 is federal funds. Of the $2,898,300.00 in LCFF Funds, $253,834.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
This chart provides a quick summary of how much HIGH TECH ELEMENTARY EXPLORER plans to spend for the 2019-2020 school year. It shows how much of the total is tied to planned actions and services in the LCAP.

HIGH TECH ELEMENTARY EXPLORER plans to spend $3,484,150.00 for the 2019-2020 school year. Of that amount, $3,152,134.00 is tied to actions/services in the LCAP and $332,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

HTH uses these funds to provide additional services for focus group students to help HTH realize LCAP goals. Once LCFF supplemental funds have been exhausted school directors reflect on the strategic roadmap provided by the HTH LCAP goals. The directors identify additional funding opportunities to provide additional services to focus targeted students including socioeconomically disadvantaged, English learners, and foster youth with the goal of realizing growth on HTH LCAP goals.

**Increased or Improved Services for High Needs Students in 2019-2020**

In 2019-2020, HIGH TECH ELEMENTARY EXPLORER is projecting it will receive $253,834.00 based on the enrollment of foster youth, English learner, and low-income students. HIGH TECH ELEMENTARY EXPLORER must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high need students. In the LCAP, HIGH TECH ELEMENTARY EXPLORER plans to spend $253,834.00 on actions to meet this requirement.
This chart compares what HIGH TECH ELEMENTARY EXPLORER budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what HIGH TECH ELEMENTARY EXPLORER estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, HIGH TECH ELEMENTARY EXPLORER’s LCAP budgeted $197,508.00 for planned actions to increase or improve services for high needs students. HIGH TECH ELEMENTARY EXPLORER estimates that it will actually spend $197,508.00 for actions to increase or improve services for high needs students in 2018-2019.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
High Tech Elementary Explorer | Briony Chown Director | bchown@hightechhigh.org (619) 795-3600

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 fourteen charter schools serving approximately 5,200 students in grades K-12 across four campuses in San Diego county. Next year, HTH will open an additional elementary and middle school at the Mesa campus in San Diego. During the current school year, High Tech Elementary Explorer (HTeX) served 357 students. HTeX is located in 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 California Dashboard, 38.7% of HTeX students were socioeconomically disadvantaged. English Learners represented 8.7% of the HTeX program while homeless youth were 0% of the 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 to provide a clearer vision to stakeholders of common initiatives to improve the K-12 pathway at HTH. Towards this goal, HTH has developed an LCAP infographic ([https://www.hightechhigh.org/lcap/](https://www.hightechhigh.org/lcap/)) that clearly articulates LCAP goals and related measures in an interactive 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. Early feedback from stakeholders indicates that the LCAP infographic is leading to an increase in familiarity with HTH LCAP goals. Survey results indicate that only 18% of stakeholders were familiar or very familiar with HTH LCAP goals prior to looking at the LCAP infographic. In contrast, after viewing the HTH LCAP infographic 77% of stakeholders were familiar or very familiar with HTH LCAP goals.

The six HTeX LCAP goals below have been informed by insights from families, staff, students, data, and educational research with the intention of improving practices and services to support the academic and social-emotional growth of all students. The identified need sections as well as the increased or improved services section reference 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 Inspiring Learning Environments (1)

Review of Performance
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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
Nurture a Culture of Belonging and Increase Support for Struggling Students to Reduce the Suspension rate
HTeX has identified reducing the suspension rate as an important goal. This focus appears to be having an impact and the LCFF evaluation rubric is currently green and the suspension rate declined to 0.8%. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices at HTeX schools. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, receive academic support, and experience continuity.

College Access
HTH schools are acutely focused on increasing 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. Reflecting progress towards this goal, 96% of HTH students were prepared for college and career according to the California Dashboard. All subgroups including socioeconomically disadvantaged students achieved a blue rating on this college and career metric. These positive results reflect that 99% of HTH students are A-G eligible, meet or exceed standard scores on the CAASP assessment, have access to college coursework while in high school, and in many cases completes a CDE pathway.

In addition, HTH schools have been focused on providing additional supports to graduated seniors over the summer to ensure a successful post secondary transition. Over the last five years, more than 95% of HTH seniors have reported intentions to enroll in college in the fall. However, in analyzing college persistence data provided by the College Clearinghouse, HTH identified a gap in reported enrollment intentions and verified enrollment data. This phenomenon of summer melt,
where high school seniors report college enrollment intentions but fail to actually enroll, is a nationwide challenge. In several studies cited by Benjamin Castleman and Lindsay Page, the rate of summer melt was between 20 and 40% at a diverse group of three districts across the country. Perhaps most concerning was their finding that summer melt disproportionately impacts low income students: “Across these three sites, the melt rate for lower-income college intending students was two to five times as great as for their more affluent peers”. In response, HTH has funded a summer melt coordinator at each high school who supports graduated seniors in transitioning to college over the summer. Initial results suggest a decrease in the rate of summer melt for the 2018 graduating class below 10%.

Building Capacity and Data Infrastructure to Support Continuous Improvement
HTeX 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) HTeX staff members participated in college access, math, literacy, restorative practices, and project based learning networked improvement communities (NIC).

Each of these communities met for at least three full days during the current 18/19 school year. Participants used a continuous improvement methodology to get better at supporting college access, improving numeracy and literacy instruction, deepening restorative practices, and improving student projects. An additional two networks are philanthropically funded and include schools outside the HTH network. For example, the math improvement community (MAIC) is funded by Jobs for the Future (JFF) and includes staff from eleven non HTH schools. Finally, the college access improvement community (CARPE) is funded by the Gates Foundation and includes staff from ten non HTH schools. For the 19/20 school year, HTH plans to continue having HTeX staff participate in these improvement communities during at least three professional development days. Feedback from staff participating in the networks during the 18/19 school year reveals that participants believe this PD helped them improve their practice. 87% of staff agreed or strongly agreed with the statement that the things I learned today (during the last PD day) are going to help me improve my practice.

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, 57 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 45% of HTH staff has been engaged actively in an improvement project and nearly 90% has been engaged on some level over the last three years.

A key element of Continuous Improvement work is the consistent use of learning cycles. HTeX 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 HTeX LCAP that is updated in near real-time. This data dashboard provides HTeX school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup.
Referring to the California School Dashboard, 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 slightly decreased last year and the LCFF evaluation rubric for math is currently at yellow. However, HTeX schools could improve for specific subgroups including Hispanic students, socioeconomically disadvantaged students and students with disabilities. As a result, HTH continues to focus on math instruction by further 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.

HTeX math teachers have received professional development through participation in a math improvement community (MAIC). Additional PD and ongoing coaching has been provided to elementary and middle school teachers by Dr. Debra Fuentes, and Dr. Stephanie Smith. Finally, math teachers have participated in several rounds of lesson study where they observe math instruction and participate in structured dialogue about specific practices. This practice allows math teachers to support one another in their pedagogical development while building a collegial culture where teachers work together to solve shared problems of math practice.

Referring to the California School Dashboard, 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**

**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 green, HTH believes literacy achievement could improve further at the elementary and middle school levels. HTeX schools could improve for specific subgroups including socioeconomically disadvantaged students and students with disabilities. As a result, HTH has increased focus on literacy instruction by providing additional professional development opportunities. Over the last three 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.

This school year, HTeX teachers participated in a literacy improvement community during three PD days. Teachers in the network have been testing ten high leverage literacy practices. As part of learning cycles, teachers have participated in lesson study. These lesson studies ground teacher dialogue in specific literacy practices they have observed. Mid-year Fountas and Pinnell Assessment data for the current 18/19 school year shows an increase in the percentage of students reading at grade level at the elementary schools.
Chronic Absenteeism
According to the California dashboard, HTeX schools rank as a yellow for chronic absenteeism with a rate of 5.6% as compared to a state average of 10%. However, the dashboard indicates a higher rate of chronic absenteeism for Hispanic students and socioeconomically disadvantaged students as compared to the overall chronic absenteeism rate of HTeX. HTeX continues to refine the following actions/services to further reduce the rate of chronic absenteeism:

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.

Nurture a Culture of Belonging and Increase Support for Struggling Students to Reduce the Suspension rate
HTeX has identified reducing the suspension rate as an important goal. The LCFF evaluation rubric is currently green at .8%. However, HTeX schools could improve by reducing the suspension rate for specific subgroups including English Learners, socioeconomically disadvantaged students 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 at HTeX schools. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, receive academic support, and experience continuity.

HTH seeks to address this disproportionality in suspension rate at HTeX schools by deepening restorative practices as described by LCAP goal three. In addition, an improved process to support struggling students as described in LCAP goal four represents a proactive way to address challenging behaviors before they escalate and require a disciplinary response.

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified
Identify the schools within the LEA that have been identified for CSI.

N/A
Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A
Annual Update

LCAP Year Reviewed: 2018-19

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

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>18-19</strong> 98%</td>
<td><strong>Baseline</strong> 98%</td>
<td></td>
</tr>
</tbody>
</table>

| Metric/Indicator | | Actual |
|------------------| | 98% |
| Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference. | | 98% |
| **18-19** 95% | **Baseline** 95% |
**Metric/Indicator**
Youth Truth Family Survey National Percentile Ranking: "I would recommend my school to parents seeking a school for their child."

**18-19**
Pending

**Baseline**
Pending

**Metric/Indicator**
Youth Truth Family Survey National Percentile Ranking: "I understand my school's goals."

**18-19**
Pending

**Baseline**
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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Continued 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.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
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.

Exhibitions of learning, student led conferences, and presentations of learning continue to be a key way in which students share their learning and invite families to engage in dialogue about what their child is learning. The majority of exhibitions are at the school site but more are being hosted in community settings. Teachers are continuing to share resources and best practices with each other for SLCs. They are incorporating interactive learning activities with students and parents.

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.

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.
Annual Update

LCAP Year Reviewed: 2018-19

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 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Status (CA Dashboard)</td>
<td>18-19: 81%</td>
<td>75% of EL students either moderately or well developed on ELPAC assessment</td>
</tr>
<tr>
<td>Baseline: 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF Rubric ELA (K-8) indicator</td>
<td>18-19: Yellow</td>
<td>Green</td>
</tr>
<tr>
<td>Baseline: Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td>Pending</td>
</tr>
</tbody>
</table>
## Fountas & Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth

<table>
<thead>
<tr>
<th>18-19</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>72%</td>
</tr>
</tbody>
</table>

## Metric/Indicator
**LCFF Rubric math indicator**

<table>
<thead>
<tr>
<th>18-19</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>

## Metric/Indicator
**CGI Math Assessment**

<table>
<thead>
<tr>
<th>18-19</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

## Metric/Indicator
**% of HTH science faculty exposed to at least one NGSS professional development opportunity**

<table>
<thead>
<tr>
<th>18-19</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences aligned with a</td>
<td>Provided professional learning experiences aligned with a</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTex.</td>
<td>Provided professional learning experiences aligned with CGI math instruction for teachers. Provided additional supports to improve math instruction at HTex.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Provided professional learning experiences focused on explicit vocabulary development for teachers. Provided additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
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.

Professional development was focused on literacy and numeracy instruction particularly through participation in the network days. Many teachers participated in math or literacy lesson study where they observed a classroom and engaged in structured dialogue about specific instructional practices they observed. HTex students received specific literacy and math intervention from trained interventionists. HTeX has an EL Coordinator, 2 teachers doing ELPAC assessments and 4 teachers trained on ELPAC. There is a reading group intervention for students who need extra support. 1 teacher at every grade level went to Project GLAD training to support English Learners in the classroom.

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.

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.

Next year HTeX will train more teachers in research based reading intervention and will continue to implement CGI math practices.
Annual Update

LCAP Year Reviewed: 2018-19

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

**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:**
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**Local Priorities:**

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected 18-19</th>
<th>Baseline 18-19</th>
<th>Actual 8.1% YTD</th>
<th>Actual 14.3% YTD</th>
<th>Actual 94.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of chronic absenteeism</td>
<td>7.2%</td>
<td>7.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of chronic absenteeism SED students</td>
<td>10.5%</td>
<td>10.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2 Attendance</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Continued 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.</td>
<td>Supplemental 0900 70000</td>
<td>0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration 70000</td>
</tr>
</tbody>
</table>
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices</td>
<td>Provided ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
<td>Supported collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**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.

Dean provided SEL support to students and connected them with appropriate services. This helped to create a culture where students reported discipline as fair by facilitating restorative circles when harm was done. A student survey was given this year and the staff will look at data and use it for improvement next year. The Dean engage with students in restorative conversations. In addition, the dean provides parent education around positive discipline and work with families. They also work with teachers on student support strategies. There is also a SST Coordinator. All staff participated in Positive Discipline training and became certified. Other staff participated in the parent educator Positive Discipline training in order to become trainers of parents.
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.

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.

The Dean will take over as SST Coordinator. Dean will be full time next year. New staff will be trained in Positive Discipline.
Annual Update

LCAP Year Reviewed: 2018-19

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 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:  
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Plan B / ALSUP meetings taking place across HTH schools</td>
<td>18-19 Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Baseline</td>
<td>Pending</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving Fundations or LLI reading intervention</td>
<td>18-19 Pending</td>
<td>100% Fundations for K, 1, 2 and everyone below grade level is on LLI</td>
</tr>
<tr>
<td>Baseline</td>
<td>Pending</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Provided 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.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic coaches and apprentice teachers provide additional academic support to identified students. In addition, provide student transportation, community outreach, and administrative support.</td>
<td>Academic coaches and apprentice teachers provided additional academic support to identified students. In addition, provided student transportation, community outreach, and administrative support.</td>
<td>Supplemental 0900 127,508</td>
<td>0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration 127,508</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>Worked with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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 continued to provide targeted interventions to struggling students through academic coaches, apprentice teachers, the chronic absenteeism intervention, and EL coordinator. There were phone calls home for chronic absenteeism. All teachers were certified in Positive Discipline and many were certified in Parent Education in Positive Discipline. There was also PD and faculty book clubs around trauma informed teaching and positive discipline.

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.

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.

Additional teacher training in LLI. Additional training for teachers in Wilson Reading Systems.
Annual Update

LCAP Year Reviewed: 2018-19

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 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of HTH students reporting enrolling in college</td>
<td></td>
<td>Pending</td>
</tr>
<tr>
<td>18-19</td>
<td>96.8%</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

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
**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.

<table>
<thead>
<tr>
<th>LEA's Goal</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
<th>Description of Implementation</th>
<th>Effectiveness as Measured by LEA</th>
<th>Changes and Analysis</th>
</tr>
</thead>
</table>

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.
### Annual Update

**LCAP Year Reviewed: 2018-19**

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 6

**Maintain Basic Services**

State and/or Local Priorities addressed by this goal:

- **State Priorities:** Priority 1: Basic (Conditions of Learning)
- **Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of credentialed teachers</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Percent of teachers with access to a budget to purchase instructional materials</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Percent of maintenance requests filled within a week</td>
<td></td>
<td>Pending</td>
</tr>
</tbody>
</table>
Expected | Actual
--- | ---
Baseline | 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 2,737,844</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base 2,737,844</td>
</tr>
</tbody>
</table>

**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 provided students with access to high quality credentialed teachers. Teachers had access to appropriate school supplies. HTeX facilities were well maintained and served as inspiring learning spaces.

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.
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.

None
Stakeholder Engagement

LCAP Year: 2019-20

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. The HTeX Winter family LCAP meeting took place on January 16, 2019. At this meeting, K-12 families discussed LCAP goals. For each LCAP goal, families learned about specific actions/services. Parents were invited to share their reactions to each LCAP goal alongside each action/services. Many of the families present spoke Spanish. To facilitate participation of all families, 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 the school surveys, and through focus groups, and individual conversations with students. An additional source of family feedback was provided by the YouthTruth family survey which was administered at HTeX this year. The YouthTruth family survey is developed by educational researchers and provides a national percentile ranking allowing HTeX to interpret survey results in the context of results realized by other schools nationally. HTeX families reported some understanding of school wide goals and suggested they would recommend the school to others. For example, HTeX families rank at the 63rd national percentile in response to the question: “I understand my school's goals.” The survey is another way to engage families about their experience at HTeX and get ideas about how to better support students which will be implemented in 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 parents through parent education classes. HTeX will provide more parent education next year. Parents also requested Spanish class which will be offered during before and after care. Parents shared that they appreciated the addition of aftercare activities that HTeX provided. The additional clubs and classes offered address LCAP goal 3, Nurture a Culture of Belonging. In addition, parents valued the responsiveness of staff to requests for schedule changes and healthy lunches. HTeX will continue providing these services in future LCAP plans.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

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

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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.</td>
<td>98%</td>
<td></td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.</td>
<td>95%</td>
<td></td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Youth Truth Family Survey National Percentile Ranking: &quot;I would recommend my school to parents seeking a school for their child.&quot;</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Youth Truth Family Survey National Percentile Ranking: &quot;I understand my school's goals.&quot;</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

## 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**
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>All</th>
<th>All Schools</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

| Amount | 0 | 0 |

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.
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)

| Unchanged Goal |

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
</tbody>
</table>

| 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 19/20 school year with a special focus on incorporating strategies that support EL students.

One strategy that HTeX intends to implement across disciplines is close reading. In the book Transformational Literacy Berger et al explain the importance of close reading: “Close reading is an instructional sequence that helps all students access complex texts.” (Berger et al, 2014) Providing all students with access to complex texts is a key scaffold to support struggling students excel on the Common Core State Standards (CCSS). For this reason, incorporating close reading strategies is one of the high leverage change ideas to be tested and later implemented by the literacy group during professional development days next year.

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.


### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Status (CA Dashboard)</td>
<td>80%</td>
<td></td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>LCFF Rubric ELA (K-8) indicator</td>
<td>Yellow</td>
<td></td>
<td>Yellow</td>
<td>Green</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth</td>
<td>72%</td>
<td></td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>LCFF Rubric math indicator</td>
<td>Green</td>
<td></td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>CGI Math Assessment</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>% of HTH science faculty exposed to at least one NGSS</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>
## Metrics/Indicators

|--------------------------------------|----------|---------|---------|---------|

## 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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>All Schools</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional supports to improve literacy instruction at HTex.</td>
<td>Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional supports to improve literacy instruction at HTex.</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

### Action 2

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR
<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTex.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

**Action 3**

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.
### Budgeted Expenditures

| Amount | 0 | 0 |

### Action 4

| All | All Schools |

**OR**

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

| New Action |

### Budgeted Expenditures

| Amount | $1,638,460.20 |
| Source | LCFF Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
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)

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
</tr>
</tbody>
</table>

**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: Priority 5: Pupil Engagement (Engagement) |
| State Priorities: Priority 6: School Climate (Engagement) |
| Local Priorities: |

**Identified Need:**

According to the California Dashboard, HTeX schools have a .8% suspension rate as compared to a state average of 3.5%. In addition, the student group report indicates that HTeX schools could improve by reducing the suspension rate for specific subgroups including English Learners, socioeconomically disadvantaged students and students with disabilities.

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 advisory, and an emphasis on productive group work contribute to a sense of belonging among, students, as well as an atmosphere of safety and collaboration. 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.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of chronic absenteeism</td>
<td>7.3%</td>
<td></td>
<td>7.2%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Rate of chronic absenteeism SED students</td>
<td>10.9%</td>
<td></td>
<td>10.5%</td>
<td>10.2%</td>
</tr>
<tr>
<td>P2 Attendance</td>
<td>96%</td>
<td></td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Suspension rate</td>
<td>1.5%</td>
<td></td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Suspension Rate SED Students</td>
<td>2.5%</td>
<td></td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Elementary Student Survey Question</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

### 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

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

#### Actions/Services
<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to fund a Dean or Social-Emotional Coordinator at each site to</td>
<td>Continue to fund a Dean or Social-Emotional Coordinator at each site to</td>
</tr>
<tr>
<td>implement restorative practices, and support the development and</td>
<td>implement restorative practices, and support the development and maintenance</td>
</tr>
<tr>
<td>maintenance of a happy, healthy, student community.</td>
<td>of a happy, healthy, student community.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>70000</td>
<td>0900 LCFF Supplemental</td>
</tr>
<tr>
<td>80000</td>
<td>LCFF Supplemental and</td>
</tr>
<tr>
<td></td>
<td>Concentration</td>
</tr>
<tr>
<td></td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td>0001-0999: Unrestricted:</td>
</tr>
<tr>
<td></td>
<td>Locally Defined</td>
</tr>
</tbody>
</table>

**Action 2**

[Add Students to be Served selection here]  [Add Location(s) selection here]

**[Add Students to be Served selection here]**

<table>
<thead>
<tr>
<th>OR</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Learners</td>
<td>Foster Youth</td>
<td>Low Income</td>
<td>Schoolwide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ongoing professional development opportunities on 3 all-staff</td>
<td>Provide ongoing professional development opportunities on 3 all-staff days for</td>
</tr>
<tr>
<td>days for teachers, deans, and leaders to collaborate and improve use</td>
<td>teachers, deans, and leaders to collaborate and improve use of restorative</td>
</tr>
<tr>
<td>of restorative practices</td>
<td>practices</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
### Action 3

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

**OR**

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
<td>Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
</table>
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)

Unchanged Goal

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:  
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
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, HTeX continues to be inspired by the CPS model developed by Ross Greene to proactively meet the needs of struggling students. In addition, HTeX has begun to implement Positive Discipline at the elementary school level by providing relevant professional development to all teachers. According to researchers, Positive Discipline: “promotes a variety of specific strategies for helping children develop a sense of belonging as well as healthy coping strategies to deal with stress. Positive Discipline teaches children how to become responsible, respectful, and resourceful”. For these reasons, HTeX plans to provide additional PD and ongoing Positive Discipline coaching to elementary school teachers next year.
Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Plan B / ALSUP meetings taking place across HTH schools</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Number of students receiving Fundations or LLI reading intervention</td>
<td>Pending</td>
<td></td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

OR

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Action 2**

[Add Students to be Served selection here] [Add Location(s) selection here]

**Actions/Services**

- English Learners
- Foster Youth
- Low Income
- Schoolwide
- All Schools

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>127,508</td>
<td>0900</td>
<td>Supplemental</td>
</tr>
<tr>
<td>173800</td>
<td>LCFF Supplemental and Concentration</td>
<td>0001-0999: Unrestricted: Locally Defined</td>
</tr>
</tbody>
</table>

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

Academic coaches, student support coordinator and apprentice teachers provide additional academic support to identified students.

**Action 3**

[Add Students to be Served selection here] [Add Location(s) selection here]
OR

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
<td>Work with school staff to implement chronic absenteeism intervention (change package) across all schools.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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) | Unchanged Goal |

**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: | Priority 4: Pupil Achievement (Pupil Outcomes) | Priority 7: Course Access (Conditions of Learning) |
| 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.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of HTH students reporting enrolling in college</td>
<td>95%</td>
<td>96.4%</td>
<td>96.8%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### 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**

OR

**Actions/Services**

**Budgeted Expenditures**
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)

| Modified Goal |

Goal 6
Maintain Inspiring Learning Spaces

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| 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 coursework, HTH schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

HTeX 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 HTeX buildings.


### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of credentialed teachers</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percent of teachers with access to a budget to purchase instructional materials</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percent of maintenance requests filled within a week</td>
<td>75%</td>
<td>75%</td>
<td>76%</td>
<td>77%</td>
</tr>
</tbody>
</table>

### 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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
<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning</td>
<td>Create the conditions for inspiring learning by funding operational excellence and facility maintenance</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>2,567,198</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>2,737,844</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,006,006</td>
<td>LCFF Base</td>
<td></td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>%</td>
</tr>
</tbody>
</table>

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 (see instructions).

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

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

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

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students
HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTeX 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 (RP) at HTH schools over the last four years. HTeX proposes to use supplemental dollars to fund the positions of dean of students and social emotional coordinator to deepen this implementation of RP as an alternative to traditional disciplinary practices. In addition, HTeX has begun to implement Positive Discipline at the elementary school level by providing relevant professional development to all teachers. According to researchers, Positive Discipline: “promotes a variety of specific strategies for helping children develop a sense of belonging as well as healthy coping strategies to deal with stress. Positive Discipline teaches children how to become responsible, respectful, and resourceful”. For these reasons, HTeX plans to provide additional PD and ongoing Positive Discipline coaching to elementary school teachers next year. For example, HTeX schools continue to use restorative circles to focus on repairing harm as opposed to punishing and/or suspending students. In addition, circles are increasingly used by HTeX teachers to proactively avoid challenging behaviors and deepen the sense of belonging for the most vulnerable HTH student populations. These RP services are principally directed to and effective for the most vulnerable HTH students.


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).
For this reason, all 14 HTH schools are implementing a promising chronic absenteeism intervention. According to the California Dashboard, socioeconomically disadvantaged students attending HTH middle and elementary schools were chronically absent at a rate of 7.2% in 17/18, 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. These chronic absenteeism services are principally directed to and effective for the most vulnerable HTH students.


Targeted Interventions 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. At HTeX struggling students participate in an Student Support Team (SST) process. SST teams are comprised of a student, their teacher(s), and an SST coordinator who meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.
This SST model is principally directed to and effective in supporting 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.


Additional services to ensure students have a successful college transition*

Over the last five years more than 95% of HTH seniors have reported intentions to enroll in college in the fall. However, in analyzing our college persistence data provided by the College Clearinghouse, HTH identified a gap in reported enrollment intentions and verified enrollment data. This phenomenon of summer melt, where high school seniors report college enrollment intentions but fail to actually enroll, is a nationwide challenge. In several studies cited by Benjamin Castleman and Lindsay Page, the rate of summer melt was between 20 and 40% at a diverse group of three districts across the country. Perhaps most concerning was their finding that summer melt disproportionately impacts low income students: “Across these three sites, the melt rate for lower-income college intending students was two to five times as great as for their more affluent peers”. In response, HTH has funded the creation of a summer melt coordinator at each high school who supports the college transition for graduated seniors over the summer.

Over the last two summers, HTH has implemented a text messaging “nudging” model inspired by the work of Benjamin Castleman and Lindsay Page, where the summer after senior year HTH students receive personalized text message reminders to complete tasks associated with the college enrollment process (Castleman, Page, 2014). These personalized text messages inform students about upcoming deadlines in the college enrollment process at the college where they intend to attend. For example, students planning to attend CSU San Marcos receive a reminder in mid July explaining that all financial aid forms need to be completed by the end of July and asking if they need help in meeting this deadline. Castleman and Page found, “Data from the National Student Clearinghouse provided evidence that an intervention as simple and low-touch as personalized text reminders or required matriculation tasks can generate substantial increases in on-time college enrollment” (Castleman, Page, P. 100). In addition, by asking students directly if they need help with specific tasks, college counselors can effectively identify students who need help with specific tasks and target their efforts toward the most vulnerable HTH students. Castleman and Page note, “This type of intervention could be scaled at low cost to reduce summer melt and increase college going, particularly among would-be first-generation college students”(Castleman, Page, P. 112). These additional supports are principally directed to and effective in further increasing the rate of college enrollment for the most vulnerable HTH students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds  |  Percentage to Increase or Improve Services
--------------------------------------------------------|---------------------------------------------
$197,508                                                | 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 (see instructions).

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 disproportionally 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.


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.


University Center for Social Organization of Schools.

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.


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.

**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$177,991</td>
<td>6.93%</td>
</tr>
</tbody>
</table>
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 (see instructions).

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 interven 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.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

**Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

**Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are \textit{principally directed to} and \textit{effective in} meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are \textit{principally directed to} and how the services are \textit{the most effective use of the funds to} meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Object Type and Funding Source

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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Goal

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* Totals based on expenditure amounts in goal and annual update sections.