

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

HTH SBC Schools are public charter schools in San Diego that serve approximately 3400 students in grades K-12. HTH SBC Schools are part of the High Tech High network of charter schools, which serves over 6000 students, at sixteen schools, in grades K-12 across San Diego County. High Tech High’s first school was founded in 2000 - a single high school focused on bringing together a diverse group of learners from across San Diego, with a focus on success in high school and post-secondary education. Across its sixteen schools, HTH seeks to disrupt the norm of increasingly segregated schools across California. HTH 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 experiences.

HTH has four design principles, one of which is Equity. To further equity in its schools, 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 that each school serves a significant percentage of low-income students. Moreover, HTH intentionally concentrates its recruitment efforts on low-income communities with historically low college matriculation rates. According to the California Dashboard, 52% of HTH students qualify as socioeconomically disadvantaged. English learners represent 14% of the HTH student body, while homeless and/or foster youth are 0.2% of the population.

HTH SBC Schools strive to provide all students with rigorous and relevant academic, civic and life skills, while preparing students for success in secondary education, postsecondary education, and productive citizenship. In this context, the primary goals for graduates of HTH schools are: To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens ready to take on the leadership challenges of the 21st century. HTH schools also strive to increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, and engineering.

With its design principles, common mission, and goals in mind, HTH creates socially integrated, non-tracked learning environments. HTH students are well known 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 inquisitive, resilient, and lifelong learners. They develop a sense of belonging in academic and real-world settings. From the early years, university is part of the discourse at HTH schools, where faculty and students demystify and discuss college as an accessible, viable goal. HTH teachers create and facilitate innovative learning experiences, grounded in project based learning practices. The program is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is

performance based: students of all ages regularly present their learning to their peers, family, and the 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, and nonprofits.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, all California state Dashboard reporting has been suspended, and students did not take the CAASPP assessment in Spring 2020. Therefore, the reflections on successes are based on local indicators, such as YouthTruth student survey data and student attendance and engagement during distance learning. Both the Youth Truth family and student surveys are developed by educational researchers and provide a national percentile ranking allowing HTH schools to interpret survey findings in the context of results realized by other schools nationally. This year, the Youth Truth family and student survey asked a specific set of questions about distance learning. Responses indicated that HTH students and families had a positive experience with distance learning, reported being engaged in interesting learning activities, and that HTH schools provided helpful resources to support distance learning. The tables below display some of this positive feedback about distance learning from both families and students.

HTH Families Reported a Positive Experience with Distance Learning and that HTH Provided Helpful Resources

HTH Youth Truth National Percentile Ranking - Distance Learning

level	experience ¹	resources ²	family_respondents
HTH Elementary Schools	72.3%	54.0%	424
HTH Middle Schools	65.4%	69.6%	431
HTH High Schools	73.2%	74.0%	548

¹ How would you rate your experience with distance learning so far this school year?

² My child's school has provided helpful resources to support my child's distance learning.

HTH Students Reported a Positive Experience with Distance Learning and Being Engaged in Learning Activities

HTH Youth Truth National Percentile Ranking - Distance Learning

level	experience ¹	interesting ²	student_respondents
HTH Middle Schools	78.7%	83.5%	1417
HTH High Schools	71.9%	86.4%	1908

¹ How would you rate your experience with distance learning so far this school year?

² My learning activities are interesting.

Nurture a Culture of Belonging: During distance learning students reported a strong sense of connection to their school community, even though most of them were participating in school from a remote context. Attendance levels were consistently high during distance learning and students stayed engaged in school. For students who were chronically absent from distance learning, HTH SBC Schools staff proactively connected with families and conducted home visits to determine the best ways to support these students and allow them to engage with school at that time. Prior to the pandemic, HTH SBC Schools were having success in reducing suspension rates, with an LCFF evaluation rubric color of green, with all subgroups at the green level. HTH SBC Schools will continue to employ restorative practices, rather than punitive measures in matters of student discipline. As students return to campus, HTH SBC Schools seek to further reduce the suspension rate 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.

College Access: HTH SBC 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 SBC students were prepared for college and career according to the most recent 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 SBC students are A-G eligible, meet or exceed standard scores on the CAASPP assessment, have access to college coursework while in high school, and in many cases complete a CDE pathway. In addition, HTH SBC schools have been focused on providing additional support 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 SBC 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: HTH continues to develop continuous improvement capacity among staff members and build the data infrastructure to support this work. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE). As HTH staff return to full time in-person learning for the 2021-22 school year, this collaboration will resume. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTM LCAP that is updated in near real-time. This data dashboard provides HTM 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.

Maintaining Safe and Inspiring Learning Spaces: During the COVID-19 pandemic, HTM provided Chromebooks, hot spots, and non-digital project supplies to students who were learning at a distance.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, all California state Dashboard reporting has been suspended, and students did not take the CAASPP assessment in Spring 2020. Therefore, the reflections on identified needs are based on local indicators, such as YouthTruth student survey data and student attendance and engagement during distance learning.

Support for EL Students: HTH SBC Schools realize the importance of providing additional support to EL students, and additional training to teachers who work with these students. This is particularly important given the fact that students missed 14 months of in-person instruction, in an English immersion environment.

Math Instruction: Prior to the pandemic, HTH SBC math scores were improving, and the most recent LCFF evaluation rubric for math was at yellow. HTH does believe math achievement could improve further. HTH SBC Schools continue 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. CGO 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. HTH SBC Schools math teachers will continue to receive professional development in this area.

Literacy Instruction: Prior to the pandemic, the HTH SBC Schools dashboard showed that English Language Arts scores were improved as compared to last year and the LCFF evaluation rubric for English Language Arts was at green. HTH believes literacy achievement could improve further, particularly at the elementary and middle school level. As a result, HTH has increased focus on literacy instruction by providing additional professional development opportunities. HTH SBC Schools teachers will receive training in literacy practices and interventions, with a particular focus on EL students and students who have been adversely affected by the COVID-19 pandemic.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

Due to the COVID-19 pandemic, California state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Due to the suspension of California School Dashboard reporting, this LCAP will contain local data from the 2019-20 school year. Additionally, the document is focused on goals and actions that are intended to accelerate learning and respond to increased mental health and social-emotional needs as a result of the pandemic.

HTH seeks to provide a clearer vision to stakeholders of common initiatives to improve the K-12 pathway at HTH SBC schools. Towards this goal, HTH has developed an LCAP infographic (<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 HTH SBC 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)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

HTH SBC Schools engaged with stakeholders through family meetings, student and family surveys, and staff meetings to develop the LCAP collaboratively. During the 2020-21 school year, all HTH SBC families were invited to join an LCAP meeting during May or June to engage in dialogue about the LCAP goals and offer feedback on proposed actions and services. HTH SBC ELAC families engaged in dialogue about LCAP goals and offered feedback on proposed actions and services during May ELAC meetings and the June DELAC meeting. Families are invited to attend the stakeholder meetings through email, weekly newsletters, and phone calls. These methods of outreach are translated into Spanish for Spanish-speaking families. HTH SBC staff members engaged in dialogue about the LCAP goals and provided feedback on proposed actions and services during staff meetings in May. Student voice was included through the YouthTruth survey and other surveys. An additional source of family feedback as provided by the YouthTruth family survey. The YouthTruth family survey is developed by educational researchers and provides a national percentile ranking allowing HTH to interpret survey results in the context of results of other schools across the nation.

A summary of the feedback provided by specific stakeholder groups.

Feedback from ELAC Committee Members:

- Increased focus on college-readiness
- Additional workshops for parents and students on
- Better communication on student reclassification status
- More communication from teachers
- Clearer explanations of student academic progress
- Clearer explanation of student academic progress
- Full-time EL coordinator or teacher at every school

Feedback from general parent community:

- Students feel a strong sense of belonging
- It is helpful to have more repetition and practice in math
- It is important to begin the college conversation in middle school
- Would like additional support in reading
- Looking for more challenging math content
- Teachers have connected well with students during distance learning

Staff feedback:

- Positive discipline training for staff
- Culturally relevant curriculum would help to support a culture of belonging
- Provide structures for teacher discipline meetings to focus on particular instructional moves or strategies
- Create consistent expectations for content that build from grade to grade, using consistent language so students can improve over time

- Offer concurrent support classes for students in math and ELA
- Focus on involving families who have historically not been involved in school matters
- Interventions for students who are struggling academically and for students who may not feel a sense of belonging

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder input, the following actions and services were included in the LCAP:

- Funding for a school-based EL coordinator
- Additional academic supports targeted to EL students
- Additional academic supports for all students who are struggling
- Additional training for teachers in PBL, literacy and mathematics interventions, and supporting EL students
- College night for middle school students and increased collaboration between the middle schools and high schools on matters of college preparation

Goals and Actions

Goal 1

Goal #1	Description
Goal #1	Ensure <i>High Quality Work</i>: 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)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS	98%	98%	98%	98%	98%

Youth Truth family survey describing the degree to which I understand my school's goals. National Percentile Ranking.	85%	85.1%	85.2%	85.3%	85.3%
Youth Truth family survey: describing the degree I would recommend my school to parents seeking a school for their child. National Percentile Ranking.	64.9%	65%	65.1%	65.2%	65.2%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Exhibitions of Student Learning	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	[\$ 0.00]	[Y/N]
Action #2	Project Based Learning Professional Development	Provide professional learning experiences aligned with project based learning instruction for teachers.	[\$ 0.00]	[Y/N]
Action #3	Community Outreach Coordinator	Fund position of community outreach coordinator to create richer internship and project experiences by creating deeper relationships with the community	\$150,000	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 13, 2020 - March 19, 2021. Although distance learning interrupted many of the regular routines and practices, staff engaged students in exhibitions of learning, student-led-conferences, and presentations of learning through a distance context. These structures continued to be key ways in which students shared their learning and families engaged in dialogue about their child's learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the coming year, staff will be focused on high quality project based learning and exhibitions and SLCs that engage the community.

Goal 2

Goal #2	Description
Goal #2	Improve <i>Student-Centered Instruction</i>: 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)

An explanation of why the LEA has developed this goal.

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, and science 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, in the context for project based learning, are planned for the 2021-22 school year, with a focus on incorporating strategies that support EL students.

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 student 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.

Berger, Ron, and Ron Berger. Transformational Literacy: Making the Common Core Shift with Work That Matters. Jossey-Bass, 2014. Students at the center initiative overview. (n.d.). Retrieved May 11, 2018, from <http://www.jff.org/sites/default/files/initiatives/files/SATC-One-Page-050817.pdf>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Status Indicator	72%	73%	74%	74%	74%
ELA CA Dashboard Color	Green	Green	Green	Green	Green
Math CA Dashboard Color	Green	Green	Green	Green	Green

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Literacy Professional Development	Provide professional learning experiences aligned with a student-centered model of literacy for teachers.	[\$ 0.00]	[Y/N]
Acton #2	Math Professional Development	Provide professional learning experiences aligned with student-centered math instruction for teachers. Provide additional support to improve math instruction at HTH SBC Schools	[\$ 0.00]	[Y/N]
Action #3	Supports and services for EL students	Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic support and	\$319,560	[Y/N]

		services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process.		
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 13, 2020 - March 19, 2021. During this time, professional development for teachers was focused on strategies for student-centered instruction in a distance learning context and social-emotional support for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

HTH SBC Schools will fund EL coordinators at each school or village. Professional learning for teachers will be focused on supporting EL students, literacy, mathematics, and project-based learning instruction, with a particular focus on interventions for students who have been negatively impacted by remote learning and the COVID-19 pandemic.

Goal 3

Goal #3	Description
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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. (5,6)

An explanation of why the LEA has developed this goal.

When students return to campus to engage full-time in-person schooling for the 2021-22 school year, HTH SBC schools will be acutely focused on this goal. During the pandemic, students have experienced a range of challenging situations - from personal and family trauma, to maintaining focus and motivation for school through distance learning. To address the socio-emotional needs and nurture a culture of belonging, HTH SBC schools will prioritize structures such as: classroom morning meetings, advisory, and home visits. HTH SBC schools will continue to be small learning communities characterized by strong student to student and student to staff relationships. HTH SBC schools will also focus on increased mental health supports for students at this time.

Structures such as advisory, and an emphasis on productive group work contribute to a sense of belonging among, students, as well as an atmosphere of safety and collaboration. Data from the nationally-normed YouthTruth survey indicates HTH students are in the 89th percentile nationally in their agreement with the statement, “I feel a part of this community.” HTH students’ agreement with the statement, “Discipline is fair” is in the 87th national percentile. Since research suggests that “restorative justice is a useful method of keeping students in school while promoting positive relationships,”

As students return to in-person learning, HTH SBC schools will continue 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.

(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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of chronic absenteeism	6.2%	6.1%	6%	5.9%	5.9%
Rate of chronic absenteeism SED students	7.3%	7.2%	7%	6.9%	6.9%
P2 Attendance	95.9%	96%	96%	96.1%	96.1%
Suspension rate	3.3%	3.2%	3.1%	3%	3%
Suspension rate SED Students	4.7%	4.6%	4.4%	4.2%	4.2%

Youth Truth student survey describing the degree to which students believe that discipline is fair. National percentile ranking. (6-12)	94.5%	94.5%	94.6%	94.6%	94.6%
Youth Truth student survey describing the degree to which students believe I am part of the community. National percentile ranking. (6-12)	92.5%	92.5%	92.6%	92.6%	92.6%
Youth Truth family survey: My school is respectful of different races, ethnicities, genders, and backgrounds. National Percentile Ranking.	88.9%	89%	89.1%	89.2%	89.2%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Restorative Practices Implementation	Implement restorative practices, and support the development and maintenance of a happy, healthy, student community. Fund school deans to lead this work.	\$823,319	[Y/N]
Acton #2	Restorative Practices Professional Learning	Provide ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices	[\$ 0.00]	[Y/N]
Action #3	Align actions to results of sense of belonging survey	Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best	[\$ 0.00]	[Y/N]

		practices across HTH schools.		
Action #4	Physically and emotionally supportive environment	Develop a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation. Fund an exploratory teacher to focus on these areas. Fund mental health practitioners.		

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 13, 2020 - March 19, 2021. During this time all staff, including mental health providers, provided SEL support to students and connected students and families with appropriate services, as necessary. This helped to create a culture where students felt a sense of belonging and inclusion in the school community, even though they were physically apart for much of the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As students return to campus full time, school leaders, teachers, and support staff will be acutely focused on providing necessary and appropriate services and SEL support with a particular focus on interventions for students who have been negatively impacted by remote learning and the COVID-19 pandemic.

Goal 4

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

An explanation of why the LEA has developed this goal.

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. These difficulties have been exacerbated by the COVID-19 pandemic for many students. HTH will place an acute focus on students who are below grade level and students who have not made sufficient academic progress during the 2020-21 school year.

Academic, social-emotional, behavioral difficulties, and inconsistent attendance all contribute to a student’s challenges in school. For this reason, HTH seeks to incorporate/strengthen supports for students that address needs in all these areas. Broader research demonstrates that unaddressed skill gaps in academic and social-emotional areas negatively impact the trajectory of some subgroups more significantly than their peers. Socio-economically disadvantaged students and students of color are disproportionately represented in groups of chronically absent students and those receiving disciplinary referrals, suspensions, and referrals to be assessed for special education services.

Understanding this reality, HTH strives to improve and sustain supports most likely to affect these groups. For example, HTH SBC schools continue to be inspired by the CPS model developed by Ross Greene to proactively meet the needs of struggling students. In addition, HTH SBC 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, HTH SBC plans to provide additional PD and ongoing Positive Discipline coaching to elementary school teachers next year.

Gfroerer, Kelly, et al. “Positive Discipline: Helping Children Develop Belonging and Coping Resources Using Individual Psychology.” Journal of Individual Psychology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth family survey: I feel comfortable approaching teachers about my child's	77.9%	78%	78.1%	78.2%	78.2%

progress. National Percentile Ranking.					
Youth Truth family survey: Adults from my school respect people of different: Learning abilities. National Percentile Ranking.	86.6%	86.7%	86.8%	86.9%	86.9%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic support staff	Academic coaches, academic support teachers, and apprentice teachers provide additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions.	\$1,448,661	[Y/N]
Action #2	Student Success Teams	Provide training and professional development for Student Success Team (SST) site leaders to work with students identified as having behavioral challenges that are affecting their learning.	[\$ 0.00]	[Y/N]
Action #3	Attendance	Work with school staff to implement chronic absenteeism intervention (change package) across all schools.	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 2020 - April 2021. During this time, HTH SBC Schools continued to provide targeted interventions to struggling students through academic coaches, apprentice teachers, and chronic absenteeism interventions. Teachers and support staff provided opportunities for students to receive additional academic support through small intervention groups that met via zoom. Additionally, students who were most significantly impacted by remote learning and the COVID-19 pandemic were invited to participate in remote learning from the school setting, beginning in November, 2020. This provided them with stable internet, technology, and staff support with coursework.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As students return to campus full time, school leaders, teachers, and support staff will be acutely focused on providing necessary academic supports and interventions to address learning loss experienced due to the COVID-19 pandemic. These interventions will be acutely focused on mathematics and literacy. Additionally, the EL coordinator will support teachers in providing specific interventions for EL students.

Goal 5

Goal #5	Description
Goal #5	Ensure <i>College Access & Persistence</i>: HTH schools support all students in accessing and excelling in college. (4,7)

An explanation of why the LEA has developed this goal.

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

Jaschik, S. (2018). The Power of College Counseling. Inside Higher Ed. Retrieved May 11, 2018, from <https://www.insidehighered.com/admissions/article/2018/01/08/study-tracks-impact-intensive-college-counseling-low-income-students>.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in A-G approved coursework	92%	92%	93%	93%	93%
Percentage of students seamlessly enrolling in college (NSC)	76.7%	76.9%	77%	77.2%	77.2%
Percentage of students completing FAFSA	77.7%	78%	78%	79%	79%
Percentage of students seamlessly enrolling in a 4 year college (NSC)	52.2%	52.4%	52.6%	52.8%	52.8%
HTH anticipated six year college graduation rate (from NSC)	57%	57.2%	57.4%	57.6%	57.6%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	College counseling supports	Provide college counseling supports to students in completing FAFSA, college applications, SAT/ACT.	[\$ 0.00]	[Y/N]
Action #2	Community College partnerships	Deepen relationships with community college partners to increase the number of students taking college coursework in English and math	[\$ 0.00]	[Y/N]
Action #3	Reducing summer melt	Reducing summer melt text message campaign	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 2020-April 2021. During this time, HTH continued the planned college counseling support through a virtual context.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As students return to campus full time, staff will continue to offer college counseling support both virtually and in-person.

Goal 6

Goal #6	Description
Goal #6	Maintain Safe Inspiring Learning Spaces (1)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of credentialed teachers	99%	99%	99%	99%	99%
Percent of teachers with access to a budget to purchase instructional materials	99%	99%	99%	99%	99%
Youth Truth family survey: My school is a safe place to learn. National Percentile Ranking.	77.2%	77.3%	77.4%	77.5%	77.5%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Safe and inspiring learning spaces	Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning	\$36,863,393	[Y/N]
			[\$ 0.00]	[Y/N]
			[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the COVID-19 pandemic, students at HTH schools participated in distance learning from March 2020-April 2021. During this time, HTH provided students with access to high quality credentialed teachers. HTH also provided ChromeBooks and hot spots to all students who requested them. HTH facilities were well maintained during the school building closures and continue to serve as inspiring learning spaces.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes anticipated.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	\$3,325,335

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

HTH SBC Schools are focused on improving existing services and directing additional services to best serve low income, English learners, and foster youth. In some cases, HTH is making expenditures to provide services that only serve unduplicated students. In other cases, HTH plans to improve and provide additional services to address challenges disproportionately affecting 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 professional learning 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 affecting low income, English learners, and foster youth: Restorative practices 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 HTM. 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 four 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, HTH schools have reduced the overall rate of chronic absenteeism. HTH seeks to spread this chronic absenteeism intervention to HTM. 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. HTM 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.

SST structure: To address challenging behaviors by providing additional emotional and academic supports: HTH seeks to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By implementing a consistent non-punitive structure to provide appropriate interventions HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support HTH proposes to use LCAP to fund a combination of academic coaches, apprentice teachers, instructional coaches, and academic support teachers.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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

Services directed primarily at low income, English learners, and foster youth:

- English Learner supports
- Restorative Practices
- SST Structure
- Additional services to address chronic absenteeism

HTH is confident that these supports will increase or improve services for foster youth, English learners, and low-income students by at least the percentage required. See above section for more details on these services and their expected impact.

