

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

High Tech High SBC

CDS codes:

37764710000000

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-
Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements; not
all ESSA programs.)*

Title I, Part A, Title 2, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will

be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As described in each LCAP, High Tech High (HTH) uses LCFF supplemental funds to improve services for focus group students by providing additional supports to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth. HTH uses the LCAP process as an opportunity to develop a strategic road map of mission critical goals and goal related metrics. LCAP goals are determined by looking for overlaps between strategic organization goals, data suggesting opportunities for growth, and educational research supporting specific actions / services. These LCAP goals become the roadmap by which HTH allocates LCFF supplemental dollars and federal title funds. The nine High Tech High Statewide Benefit Charter Schools (HTH SBC) have identified the following 21/22 LCAP goals:

- 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) **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.
- 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.
- 4) **Increase *Support for Struggling Students***: HTH schools provide targeted interventions to students in need of additional support.
- 5) **Ensure *College Access & Persistence***: HTH schools support all students in accessing and excelling in college.
- 6) **Maintain Inspiring Learning Environments**

Detailed below is one example of the alignment between HTH SBC LCAP goals and expenditures. One of the six LCAP goals is to “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.” To achieve this goal, HTH is investing LCFF supplemental funds to hire social school deans to further implement restorative practices (RP). This expenditure is grounded in educational research suggesting that, “restorative justice is a useful method of keeping students in school while promoting positive relationships,” (Owen, Wettach, and Hoffman, 2015). HTH seeks to fund restorative practices to reduce the rate of suspensions while supporting the development of a nurturing school community. In this way, HTH allocates LCFF supplemental funds by drawing on research and craft knowledge to determine promising services that support the social emotional and academic growth of focus group students.

HTH SBC uses federal 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. For example, in the 21/22 school year, Title 1 funds will be utilized to fund apprentice teachers, an academic coach, family outreach coordinators, intern teacher mentor stipends, a director of college advising, translation support stipend, extended year instructional support and student project materials that will provide targeted academic support to students. These expenditures are aligned with the following LCAP goal: “Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.”

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

HTH SBC utilizes the LCAP process to develop a strategic road map of mission critical goals and goal related metrics. Directors host a Title / LCAP meeting for families where they share LCAP goals and ask for stakeholder feedback about how to achieve these LCAP goals. HTH directors begin the budgeting process by spending LCFF supplemental dollars on additional services for focus group students designed to achieve LCAP goals grounded in educational research (see strategy answer above for an example). Stakeholder feedback and the roadmap provided by LCAP goals help directors align the allocation of state, local, and federal funds.

Title funds are employed to supplement expenditures of LCFF supplemental funds. The directors deploy title funds to provide additional services to focus group students including socioeconomically disadvantaged, English learners, and foster youth. These services are designed to support focus group students in realizing social-emotional (SEL) as well as academic growth on metrics aligned within LCAP goals. For example, for the

19/20 school year Title II funds will be utilized to fund stipends to veteran teachers for mentorship of new teachers to encourage retention and an instructional coach to support teacher development. They will also be used to provide additional professional training for leadership and PD for teachers to implement a CGI model of math instruction. CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem solving abilities. This additional CGI professional development paid for with federal funds augments spending of state and local funds and helps HTH achieve the following LCAP goal: "Improve Student-Centered Instruction: HTH teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together."

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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. In addition, by not offering tracked classwork, HTH schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family engagement is a core practice at HTH. Parents are children's first teachers, and know their children best. Engaging with families is not only a legal mandate, but philosophically important to HTH. Research continues to support that academic achievement is bolstered when schools engage families in a meaningful way. "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.

HTH provides numerous opportunities for families to support and be engaged in rich student learning each year. For example, exhibitions are one such example, where approximately 95% of families come to view student work, ask questions, and participate in the social emotional and academic learning of their child. This community-collaboration helps students to improve future work and staff to design more rich and rigorous projects.

Parent workshops offered periodically invite families to learn with and from staff on subjects such as: supporting literacy at home, positive discipline, managing children's behavior and supporting their social-emotional development, and navigating the college application process.

Community LCAP/Title I meetings, offered at various times to allow more people to participate, allowed families to provide feedback on HTH's services and goals. Families are invited to attend these meetings through email, weekly newsletters, and phone calls in English and Spanish. At these meetings, K-12 families learned about LCAP spending and the progress that was being made to achieve LCAP goals. Information about 18/19 LCAP goals, budget, and relevant aggregate student data was shared. Parents were invited to share their reactions to the data and identify needs to best support students for the 18-19 school year. Many of the families present spoke Spanish. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish. Feedback from these meetings informed this year's LCAP.

In addition, family and student surveys developed by Youth Truth provide further opportunities for families to give input on the school's strengths and opportunities for growth. The YouthTruth family survey, which was administered at each HTH school, is developed by educational researchers and provides a national percentile ranking allowing HTH to interpret survey results in the context of results realized by other schools nationally. For example, HTH families reported an understanding of school wide goals and suggested they would recommend the school to others. HTH families rank at the 81st national percentile in response to the question: "I understand my school's goals." In addition, this survey includes open-ended questions where families provide feedback to HTH including how to address barriers to greater family participation. HTH staff try to address these barriers with the goal of continually increasing parent access and engagement.

Additional opportunities for family involvement include:

Coffee and conversation events with directors several times throughout the year

Volunteer opportunities available in classrooms and buildings

Weekly newsletters which often include information about assessments, curriculum, and standards

Parents can access student information through the Parent Portal on Powerschool, to stay up to date with school records on their child

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>

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HTH SBC identifies students for TAS services by utilizing multiple objective educationally related data points. Specifically, HTH SBC looks for students reading below grade level assessments, who have not met either ELA or math CAASP standards, and / or who have been chronically absent. Teachers and directors look at these data point to determine which students may struggle with academically challenging state standards. Below is a description of the services offered to these eligible students.

HTH SBC uses LCAP supplemental funds for the position of social-emotional (SEL) coordinator and dean to provide additional support services to students in need, including those who may be placed in an out-of-home environment. Staff routinely examine data to identify students whose grades, attendance, and/or behavior indicates a need for additional support. In addition, families may reach out to request additional support. SEL coordinators and deans provide these targeted students with the appropriate blend of additional supports and services. Depending on the specific context of the student, services may include weekly Collaborative Problem Solving meetings, providing bus passes to assist with transportation, individualized or small group social support with a social-emotional coordinator, speech-language pathologist, or education specialist. The HTH LCAP articulates the two goals below focused on creating a culture of belonging. Each LCAP goal articulation specific supports and services to be provided to students. Title I funds are used to fund a variety of supplemental expenditures, including: apprentice teachers, academic coaches, family outreach coordination, college and career advisory, stipends for new teacher mentorship and translation support, extended year instructional support and supplemental student project materials that provide targeted academic support to students.

This is consistent with the LCAP goal to Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support. To achieve this LCAP goal, HTH offers the following supports and services to targeted students: Collaborative Problem Solving (also called Collaborative and Proactive Solutions), Chronic absenteeism intervention, Leveled literacy intervention (LLI) (elementary)

In addition, HTH articulates a schoolwide program focused on the LCAP goal of improving student centered instruction. Based on a comprehensive needs assessment, HTH is focused on improving literacy and numeracy instruction by implementing the following research backed approaches:

HTH is focused on improving math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem-solving abilities. CGI lessons use a "launch, explore, discuss" lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

HTH has focused on improving 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 Foundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on “just in time” mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction. For students struggling to develop their literacy skills HTH is utilizing LLI and Foundations as a reading intervention at the elementary school level. Middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students reading below grade level.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In accordance with the federal McKinney-Vento Act, in July 2015 The High Tech High (“HTH”) Board of Trustees passed a education for homeless children and youth policy. The policy seeks to ensure that homeless children and youth are provided with equal access to HTH educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

A school liaison, designated by the school director, is tasked with ensuring that homeless students are identified and receive appropriate opportunities to enroll and participate fully in education at HTH. The liaison’s name and contact information is available at the front desk of the school. Each homeless student shall promptly be provided services comparable to services offered to other students at HTH. Such services may include:

Transportation services

Educational services for which the child or youth meets eligibility criteria, such as ESL or

Special education programs

Programs for “at risk” students

Instructional and non-instructional education-related support services funded through Title I

School nutrition programs

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To facilitate the transition from elementary school to middle school, and from middle school to high school, HTH teachers across educational level collaborate on curriculum planning to ensure continuity of approach and alignment of content, with the goal of a continuous experience for students. To help students and families familiarize themselves with their new school, in the spring, 5th grade students are invited to spend part of a day in the middle school setting, and 8th grade students are invited to spend part of a day in the high school setting. Additionally, families are invited to school welcome nights, and 6th and 9th grade students receive a home visit from their new advisor. At the home visit the advisor shares information about the school, answers questions from the student and family, and begins the process of building a relationship with that student and family.

To facilitate the transition for students with IEPs, HTH education specialists meet across school levels to share information about the needs of students who are transitioning and the best ways to support these students. These teacher meetings are in addition to the IEP transition meetings with families that are required by law. These transition meetings are held over the summer, or within the first month of the school year.

To facilitate the transition from high school to post secondary education HTH provides an internship experience, concurrent college enrollment opportunities, and support with the college matriculation process the summer of senior year. HTH high schools provide an opportunity for each student to engage in an academic internship at businesses, government agencies, and nonprofits. Companies hosting HTH interns have included: San Diego Zoo, ViaSat, Salk Institute, UCSD Department of Oceanography, California Innocence Project, the Office of the Mayor of Chula Vista and over 300 other businesses and organizations. In addition, HTH high schools provide access to concurrent enrollment opportunities. For example, at the Point Loma campus students have access to math 119 and English 101 which fulfill remedial requirements within the California Community College System. Finally, HTH provides personalized text messaging and college counseling services during the summer after senior year when students are transitioning to college.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HTH provides students with the appropriate technology resources and academic instruction to support the development of the digital literacy skills of students. HTH schools provide Chromebooks, PCs, and Apple laptops that allow students to access a library of digital books, utilize Online Learning Programs (OLP) like Khan Academy, and produce multimedia content like documentaries and podcasts for projects. In addition, HTH provides all students with access to a personally curated digital library of ebooks that can be accessed on smartphones, tablets, and laptops from the service Overdrive.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other

participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HTH provides a wide range of professional group and improvement opportunities for teachers and school leaders at different phases of their career.

Teacher Professional Growth Opportunities:

Induction: HTH teachers who need to clear their California Credential participate in the HTH Induction program, a two-year experience in which each teacher selects a focus area (based on an Individual Learning Plan) and works with an Induction team and coach to improve their practice in this area using an improvement science approach. HTH funds the Induction cost and mentor fee for its teachers.

Mentors: New to HTH teachers receive one-on-one mentorship from a veteran colleague at their school site. The mentor regularly meets with the new teacher, and conducts classroom observation. HTH SBC is using Title II stipends to veteran teachers for mentorship of new teachers to encourage retention.

New Teacher Odyssey: New to HTH teachers participate in a 6-day on-boarding, professional development experience focused on project based learning and instructional design.

School-Based Professional Development: HTH teachers meet multiples times per week with their school-based colleagues in different configurations including: staff meetings, academic discipline meetings, collegial coaching sessions, project tunings, and lesson study groups.

Principal / School Leader and Teacher Growth Opportunities:

Equity & Innovation Days: HTH teachers and HTH school leaders participate in 3-full day organization-wide professional development sessions focused on improving teaching practice in one of the following areas: mathematics instruction, literacy, project-based learning, NGSS integration, and collaborative & restorative practices, using an improvement science approach.

External Professional Development: HTH provides funding for teachers and school leaders to participate in external professional development opportunities, including PD offered by: The National Equity Project, Teaching Tolerance, The Art of Coaching, and Crucial Conversations. Title II funds are also being used for teacher and leadership PD.

HTH GSE: HTH teachers are able to pursue a M.Ed. in Educational Leadership through the HTH GSE, at a reduced fee, while continuing to teach full time.

Principal / School Leader Growth Opportunities:

Biweekly Director PD Meetings: HTH principals and other HTH school leaders participate in bi weekly PD meetings where they identify opportunities for further professional growth.

The efficacy of these professional development opportunities is determined by practitioners providing feedback on these experiences. In addition, HTH analyzes student data to determine whether practices being cultivated through these professional development opportunities is translating to improved outcomes for students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In alignment with LCAP goals to increase support for struggling students, nurture a sense of belonging, and increase student-centered instruction, HTH will prioritize supports that have a research-base of effectiveness for low income students. These services include behavioral and social-emotional supports and a focus on classroom instruction and tiered intervention system.

HTH is focused on improving math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem-solving abilities. CGI lessons use a "launch, explore, discuss" lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

In addition, HTH has focused on improving literacy instruction by providing additional professional development opportunities. Over the last two years, elementary and middle school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Foundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on "just in time" mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction. For students struggling to develop their literacy skills HTH is utilizing LLI and Foundations as a reading intervention at the elementary school level. Middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students reading below grade level.

Collaborative and Proactive Solutions (also called Collaborative Problem Solving) is used to provide consistent support for students whose behavioral struggles are interfering with their academic progress. The approach, popularized by Dr. Ross Greene, focuses on developing an empathetic relationship with the student who is experiencing difficulty. One unmet expectation ("difficulty") is targeted at a time, and together, the teacher and

student design a mutually agreeable solution. Over time, students become more confident at solving problems independently, and teachers often come to have a more holistic view of the challenges a student experiences.

Restorative Practices further support the social-emotional development of students, providing them a space to work through problems with peers or faculty. Since nationally, low-income students are suspended more often than their affluent peers, HTH strives to use restorative practices to address social and behavioral issues without defaulting to suspension and other more punitive, traditional methods of discipline.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A key element of Continuous Improvement work is the consistent use of learning cycles. HTH schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTH SBC LCAP that is updated in near real-time. This data dashboard provides HTH school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup. Between March 2019 and May 2019, there were 364 sessions looking at this data dashboard. On average each session lasted four minutes and fifteen seconds. Some of the metrics and sources of the data included in the dashboard are the following:

Stakeholder Data: Family and Student Youth Truth Survey Results

Student Data: Student demographics from HTH Student Information System (SIS), academic achievement and growth data from SIS grade book, CAASP scores from SIS, college enrollment from College Milestone Database Naviance

School Data: Suspension rate from SIS, rate of chronic absenteeism from SIS, ADA from SIS

Educator Data: Educator Retention by school from HR records

To support staff in interpreting this data, HTH continues to develop continuous improvement capacity. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE) HTH staff members participated in college access, math, 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, and deepening restorative practices. The math improvement community (MAIC) is funded by Jobs for the Future (JFF) and includes staff from eleven other participating schools. The college access improvement community (CARPE) is funded by the Gates Foundation and includes staff from ten other participating

schools. For the 19/20 school year, HTH plans to continue having HTH staff participate in these improvement communities during three or more professional development days.

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.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HTH is innovative in the space of promoting well-rounded education opportunities to students. One of the key programs we have established a college counseling program for students in high school. Our high schools are able to provide support to students through college and career counseling, including providing information on opportunities for early college credit and financial aid through early completion of the Free Application for Federal Student Aid (FAFSA). Title IV funds will be used to support our college counseling program. These individuals will help more than 90 percent of our students enter a 2-year or 4-year college or university each year.

HTH is responsive to the health and safety needs of our students. Title IV funds are used to support physical and mental health programs, including school-based health and mental wellness services for students. HTH also supports our staff with behavioral assistance for students who have identified trauma. Positive behavioral interventions and supports are used to cultivate a healthy school culture for the entire school ecosystem. Our student health program also extends to physical health, including support for health and safety practices for school athletic programs.

HTH employs a variety of technology tools in our classrooms to enhance student learning. Technology allows our teachers to design innovative learning projects and helps our students build skill-sets based on emerging technologies. Title IV funds are used for the delivery of specialized and rigorous academic courses and curricula using technology, including digital learning technologies. In order to successfully deploy technology in classrooms, HTH also uses Title IV to support high-quality PD on the uses of innovative technologies for teachers and directors to personalize learning and improve academic achievement.