

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

School Year

2025-26

Date of Board Approval

6/23/2025

LEA Name

High Tech Elementary Explorer

CDS Code:

37 68338 6117683

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

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.)

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Detailed below is one example of the alignment between HTH Schools 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 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 school use 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 2025-26 school year, Title 1 funds will be utilized to fund academic coaches and support for EML students that will provide targeted academic support to students. In addition, Title 1 funds are being utilized for student project materials. 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 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 2025-26 school year Title II funds will be utilized to fund leadership professional development and stipends for veteran teachers for mentorship of new teachers to encourage retention. They will also be used to provide additional professional training 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 (as applicable)

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(S)	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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

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

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
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	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 2025-26 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 2025-26 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 barrier 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.

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.

In addition, 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 training 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.

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 schools use LCAP supplemental funds for the position of 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 SST 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 academic coaches and supplemental student project materials.

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 LCAP goal, HTH offers the following supports and services to all students:

Restorative practices (proactive and responsive)

Advisory (middle and high school)

Morning meeting and closing circles (elementary)

Student-led conferences

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

Small group reading instruction, guided by practices aligned with the science of reading

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 an 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), 1112(b)(10), 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.

N/A

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 school 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.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 is using Title II funds to provide stipends to veteran teachers for mentorship of new teachers to encourage retention.

New Teacher Odyssey: New to HTH teachers participate in new teacher onboarding, professional development experience focused on project based learning and instructional design.

School-Based Professional Development: HTH teachers meet multiple 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:

All Staff Days: HTH teachers and HTH school leaders participate in 3-full day organization-wide professional development sessions focused on improving teaching practice

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:

Weekly Director PD Meetings: HTH principals and other HTH school leaders participate in 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 are 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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves. 2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the

highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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. Elementary and middle school teachers have attended literacy training facilitated aligned with the science of reading. HTH Elementary teachers are also engaged in professional learning related to the Science of Reading in order to support all students in becoming proficient readers. For students struggling to develop their literacy skills HTH is utilizing Lexia Core5 and Wilson 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 and Lexia PowerUp - 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 empathic 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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers

- b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

A key element of Continuous Improvement work is the consistent use of learning cycles. HTH schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTH LCAP that is updated in 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, CAASPP scores from SIS, college enrollment from College Milestone Database Scoir

School Data: Suspension rate from SIS, rate of chronic absenteeism from SIS, ADA from SIS Educator Data: Educator Retention by school from HR records

New HTH teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EML Coordinators and ELD teachers will continue to take part in Project GLAD Trainings. EML Director and EML Coordinators will share school site data with teachers and provide targeted resources in order to make data driven decisions in support of EML students. EML Director and EML Coordinators will regularly attend MEGA (Multilingual Education and Global Achievement) Network PD sessions at SDCOE. Relevant PD opportunities will be shared with

EML Coordinators, ELD Teachers and Directors.

The Director of EML Education will collaborate with Directors in order to plan and schedule relevant PD offerings with their site staff. Elementary schools will continue offering PD for Dibels to help teachers and schools determine how students are performing on important reading skills. EML Director and EML Coordinators will attend Professional Development offered at CAFE (CA Association of Bilingual Educators) Conference and then share their learning at their school sites). EML Director will provide PD for EML Coordinators and ensure EML coordinators.

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. Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A newcomer/immigrant program will be fully developed in order to ensure immigrant children and youth and their families are welcomed into our schools through an effective onboarding process. The EML Coordinator will be the point of contact for these students and upon assessment of their language skills, a tailored and strategic plan will be created in order to identify areas of strength and growth. This plan will also include more information related to the student's context, skills, interests and goals and will be shared with all of the admin/teachers/staff who have contact with this student. Additional academic support will be offered through after school tutoring. Communication with families regarding the State Seal of Biliteracy and Biliteracy Pathways will be ongoing in order to share the benefits of maintaining home language while developing English. Ongoing sharing of community resources and culturally relevant events will be translated and shared with families in their home language/s. Through Familias Unidas parent family group, immigrant children and youth and their families will be invited to events to promote college and career awareness.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elementary schools will ensure small groups, push in support tailored to the needs of students in a class where ELD is offered to all students classified as EL. Middle and high schools will ensure a Designated English Language Development (ELD) class is always offered and taught by an appropriately credentialed teacher. Teachers will be provided curriculum and support for teaching the ELD sections. EML Coordinators will also provide targeted and individual support to EML students. Using ELlevation platform and curriculum will be instrumental in ensuring student progress is monitored and teachers and staff can provide targeted interventions to ensure EL students have the tools to develop their academic achievement. Central office will create a plan to organize culturally relevant literacy events which promote bilingualism, targeting EML students. Central office will also promote culturally relevant events with our family communities.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EML Director and EML Coordinators will monitor student progress and share progress information with school staff, school directors, parents, students and at ELAC meetings. There will be opportunities to review data from CA Dashboard, ELPAC Data, Provide professional development for directors where the data is reviewed and analyzed and areas of strength and growth are identified. Setting goals that are aligned with CA EL Roadmap. Monitoring progress is the first step in ensuring academic achievement, which is then followed by tailored interventions for Integrated and Designated ELD support offerings. Using school specific data to guide professional development and support offerings will be a critical step and ensuring educational equity for students classified as EL. Using ELlevation platform and curriculum will be instrumental in ensuring student progress is monitored and teachers and staff can provide targeted interventions to ensure EL students have the tools to develop their academic achievement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities; 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 physical activity during the school day and encouraging healthy, active lifestyles for students and their families.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

February 2022