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**High Tech High****Report Prepared for California State Board of Education****In reference to: High Tech Middle North County****Submission Date: May 29, 2020**

**Summary:** As requested by the California Department of Education, High Tech High submits the following Summary Report for High Tech Middle North County (HTMNC) regarding requested inquiries in support of the State Board of Education's (SBE) Annual Academic Memo (Academic Memo). Specifically, this report addresses: A summary of ways in which the school's 19/20 LCAP seeks to improve performance overall, for specific sub groups, and for areas of decline.

HTMNC is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress for the 19-20 school year include growth in student outcomes on the English Language Arts CAASPP and reduction in suspensions. Overall, HTMNC ELA CAASP results have increased every year since the 15-16 school year, and over 7 points this past year, giving HTMNC a green rating on the dashboard. Suspension rates have also decreased for the past 3 academic calendar years, and our overall suspension rate for the 18-19 school year was 2.7%, resulting in a green rating. While the dashboard rating for chronic absenteeism at HTMNC declined from green to yellow, our rate of absenteeism continues to be among the lowest of the HTH schools and significantly lower than the state average. While HTMNC will continue to strive for growth in these areas, the areas of focus during the 19-20 school year are math achievement and supporting English Learners.

**Greatest Opportunities for Growth: *Math Achievement & Support for English Learners*****Math Achievement**

HTMNC math teachers seek to design classrooms that provide access and challenge for all students, while encouraging students to grapple, think deeply, and share their thinking. HTMNC's LCFF evaluation rubric for math achievement is currently orange. In addition, the evaluation rubric for math achievement for English Learners is red. Although HTMNC did not decrease in math achievement, but rather "maintained" scores from the previous year, HTMNC staff recognizes this as a growth area and is committed to improving math achievement. In alignment with HTMNC's LCAP goals to **Improve Student-Centered Instruction** (including instruction in mathematics) and to **Increase Support for Struggling Students**, HTMNC is engaging in several initiatives. These include:

- **Adoption of Connected Mathematics (CMP) Curriculum in 6th, 7th, and 8th grade:** Teachers are using the tasks to guide and structure math instruction in all grades. This allows for spiraling of conceptual understanding as well as vertical alignment.

- **Professional Development:**

Math consultant, Bryan Meyer, led multiple professional development sessions to support all of the HTMNC math faculty in the launch, explore, summarize instructional model. Teachers also attended a workshop led by Jo Boaler on equitable mathematics classrooms.

- **Teacher Coaching and Common Planning:**

HTMNC employed an instructional coach to help support math teachers, especially those newer to teaching, in their planning and instructional design. Math teachers also meet weekly to collaborate both in and across grade levels.

- **Lesson Studios:**

HTMNC teachers regularly participate in math lesson studios in which they collaboratively observe and debrief a math lesson. This practice allows teachers to support one another in their pedagogical development while building a collegial culture that supports working together to solve shared problems of practice.

- **Math Learning Walks:**

HTeNC, HTMNC, and HTHNC teachers and instructional leaders have come together to collaboratively observe math practice across our K12 village. This effort builds our shared understanding of strong math pedagogy and provides data to refine our plans for professional development and coaching.

- **Mathematical Agency Improvement Collaborative (MAIC):**

Math teachers have participated in the Mathematical Agency Improvement Collaborative. MAIC has held three professional learning sessions this year in addition to lesson studios happening throughout the year.

- **Math Intervention Pilot:**

HTMNC launched a math intervention during student elective time. Students were recommended by teachers to participate in a small group, math skill-building course led by an HTMNC math/science teacher. Students met regularly for third quarter electives.

- **Internal benchmark assessment and data reflection (MAP):**

HTMNC continues to use the MAP assessment in the fall and late winter in order to track student growth in numeracy. Teachers review the fall data to plan instruction, and reflect on the mid-year data to determine growth and make instructional decisions for the spring. MAP scores also integrate with Khan Academy to generate personalized math materials and practice for each student.

### **Support for English Learners**

While HTMNC does not show a dashboard measure for English Learner Progress, the English Learner evaluation rubric for math is red and English Language Arts is yellow. The scores in ELA

for English Learners increased by 12.4 points in this past academic year, moving our indicator up from orange to yellow. HTMNC is proud of this growth, but we recognize there is more work to be done to improve outcomes for English Learners. Thus, HTMNC is engaging in several initiatives this year:

- **English Learner Coordinator:**

HTMNC provides a stipend for a English Learner Coordinator who works with students in small groups throughout the school year. The Coordinator supported students through classroom push-in, in addition to supporting intervention and ELPAC testing.

- **English Learner Intervention Block:**

HTMNC students who are English Learners rotated through a small group intervention called Bilingual Rockstars. Students in this course focused on building both academic skills and confidence. The course met twice weekly and students rotated through on a quarterly basis.

- **Additional Staff Support for Small Group Instruction:**

HTMNC added two academic teaching positions this school year to increase support for small group instruction and to allow for additional support for students. One of these positions was specific to math instruction and assisting English learners in language in the math classroom.

- **Support for Home/School Connection with Spanish Speaking Family:**

HTMNC increased its Spanish-speaking staff members to seven this year to support fluid communication with families. In addition, families are supported through the work of High Tech High North County's village-wide Padres Unidos which regularly brings families together during evening events, parenting classes, and training.

- **ELPAC Testing Schedule:**

HTMNC's testing coordinator and English Learner coordinator worked together this year to support the development of an ELPAC testing schedule that would better support our English Learners. Students were allowed opportunities to interact with the testing interface and gain a better understanding of the test, but unfortunately, were never able to complete testing due to the school closures.

### **Areas of Greatest Progress: ELA**

#### ***ELA Growth and Suspension ReductionA***

HTMNC's dashboard measure for English Language Arts is green. We have seen growth in literacy achievement in all subgroups, including English language learners this year, and significant growth in students with disabilities (37.5 points). For the past several years, HTMNC has engaged in several initiatives to support growth in literacy and will continue to do so as we

## Response from High Tech Middle North County

seek to continue to improve our students' literacy. HTMNC will also continue to focus on literacy growth for English Learners. Our work in this area has included:

- Teachers College Professional Development
- Literacy Collaborative
- Wilson Reading and SRA Corrective Reading Intervention programs
- Instructional Coach who led the ELA team this year
- Lesson Studios
- Internal Benchmark Assessment and Data Reflection (MAP)
- Internal Professional Development
- Kick Back & Read (KBAR)
- Mindplay Intervention
- Hiring a reading specialist to work with students with dyslexia

HTMNC's dashboard measure for suspension rate was green. All sub-groups were green with the exception of white students and students with disabilities. For the past several years, HTMNC has engaged in several initiatives to support reduction in suspensions and will continue to do so with a special focus on the sub-groups who have a higher rate of suspensions. Our work in this area has included:

- Proactive Supports for Students
- Restorative Practices & Alternatives to Suspensions
- Coaching for New Staff from Dean & Director
- Restoration Collaboration Improvement Group
- SST Supports for Struggling Students
- Community Meetings
- Clubs and Leadership Opportunities
- Advisory
- Strong Staff Student Relationships

**High Tech High**  
**Report Prepared for California State Board of Education**  
**SBE Academic Memo COVID Addendum**  
**In reference: High Tech North County**  
**Submission Date: October 8, 2020**

**Summary:**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Middle North County (HTMNC). The Report is an addendum to the 2019-20 Academic Memo, addressing the school's response to COVID-19.

**1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

HTMNC began the 2020-21 school year with a distance learning model for all students. The model is designed to ensure instructional continuity for pupils is a transition between in-person instruction and distance learning is necessary. Distance learning will include daily, live, synchronous instruction for all students in addition to asynchronous activities and assignments that students will complete each day. Distance learning will also include opportunities for students to meet (virtually) in small groups to collaborate with peers and develop and strengthen peer to peer relationships. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of 240 daily minutes for students in grades 6-8.

Teachers will design learning experiences that align to common core and state standards, and are consistent with High Tech High's design principles of: equity, personalization, authentic work, and collaborative design.

- Equity
  - Students will engage in distance-learning coursework through integrated classes where teachers differentiate instruction to provide access and challenge to all students
  - Opportunities for students to communicate with a teacher or academic coach during asynchronous work time
  - Targeted supports for English Learners and special education students
- Personalization
  - Provide opportunities for students to connect with teachers and advisors
  - Provide opportunities for students to connect with each other, both academically and socially
  - Weekly communication with students and families regarding class schedules, assignments, and expectations
  - Weekly feedback to students and families about student progress, including intervention if necessary
- Authentic Work
  - Limit screen and Zoom time by supporting students in engaging in authentic, hands-on project based learning

- Opportunities for students to develop and practice foundational skills within the context of authentic project based learning
- Collaborative Design
  - Multiple opportunities each week for teaching teams or grade level teams to collaborate on instructional planning
  - Teachers soliciting feedback from students on a regular basis (at least once per week) to learn about distance learning successes and challenges
  - Schools soliciting feedback from families on a regular basis to learn about distance learning successes and challenges

**2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.**

The school has collected data from all families via Google Form and phone calls in the family's home language in order to identify families in need of Internet access and/or a keyboard-enabled device. Based on this data, the school has distributed HTH-owned Chromebooks to all students in need. The school has also distributed Internet hot spots to all students who request them. The school has also connected families to local service providers offering low-cost or free service. Additionally, school staff will continue to reach out to families if students are not participating in distance learning synchronous classes and/or not submitting schoolwork to determine whether access to technology is a factor in the low participation rate for that student. If it is determined to be a factor, school staff will coordinate Chromebook pick-up or drop-off for that family.

HTH IT staff are available to support families with troubleshooting both hardware questions and to provide support with online learning platforms that students are using for instruction. Families may contact HTH IT support through an online form or by phone, and some technology support is also available in-person at the school site.

**3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years with consideration to the charter's demographics and grade levels served.**

The school will address learning loss through synchronous and asynchronous tiered instruction in the distance learning model.

During Tier 1 synchronous instruction, students will engage in standards-aligned instruction focused on key skills and concepts for that grade level. In Tier 2 synchronous instruction, students will work in small groups with their peers on targeted skills. In Tier 3 synchronous instruction, students will work one-on-one with a school staff member, and the instruction will focus on specific skills that students need support with. The Tier 2 small groups and Tier 3 one-on-one sessions may include focused supports for English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. The small group and individual instruction will also be provided to pupils who have significant learning loss as a result of COVID-19. Small group instruction and one-on-one instruction may be facilitated by classroom teachers, education specialists, EL coordinators, and academic coaches.

During asynchronous instruction, teachers will differentiate assignments for students based on their levels in order to provide challenge for some students and additional supports for other students.

**4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.**

High Tech High has a dedicated mental health and wellness team comprised of eight School Psychologists, two Lead Mental Health Supervisors, ten licensed associate clinicians, and four mental health trainees. In addition, most campuses have deans who support social-emotional learning and some campuses have student support coordinators. These teams of professionals work in collaboration with one another to build systems of care for students, families, and teachers. Before school started, this looked like many hours of planning and preparing on how to reach each student and conduct empathy interviews in order to evaluate the needs of each child and family. This also included training on trauma-informed practices for teachers and what to look out for in students and how to refer them for support. As the year continues, these teams will begin to implement whole school SEL lessons and curriculum, offer wellness checks in and clubs, offer training and support for staff and parents, as well as a referral system for students who may require more intensive support and therapy. Bi-monthly consultation meetings with these teams will occur all year to track students and discuss whole school SEL and MH supports. Additionally, each School Psychologist has created Wellness Website with resources for parents, teachers, and students to access.

**5. A description of how the charter school will address the anticipated apportionment deferrals.**

We expect to meet our financial needs during the deferral period by accessing school reserve funds and/or the 15 million dollar line of credit with City National Bank as needed.