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HTH SBC Schools - SBE Academic Memo 2020-21 for High Tech High Chula Vista**Report Prepared for California State Board of Education****Submission Date: October 28, 2021****Summary:**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech High Chula Vista (HTHCV) in response to the requested inquiries in support of the State Board of Education's (SBE) Annual Academic Memo.

Specifically, this report addresses:

- Areas of greatest progress and greatest need, based on the school's internal spring 2021 assessments
- Summary of the performance in Element 2 of the petition
- Summary of progress made in meeting the school's 2020-21 Learning and Continuity Plan (LCP) goals, including information on the ongoing 2021-22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year
- Inform if Independent Study (IS) will be offered in the 2021-22 school year

Areas of greatest progress and greatest need, based on the school's internal spring 2021

assessments: During the 2020-21 school year, students at HTHCV completed the NWEA MAP assessment in reading and mathematics two times, once in the fall and once in the spring. In the fall, all students took the assessment remotely. In the spring, students who had returned for limited in-person instruction completed the assessment from the school setting. Students who remained in distance learning completed the assessment remotely.

Average MAP National Percentile Reading and Mathematics HTHCV

NWEA Map Assessment Spring Assessment 2021

Subject	average_percentile
HTHCV	
Language Arts	53.2%
Mathematics	57.5%

MAP Assessments completed in less than half of the 60 minute recommended average time were filtered. Less than five percent of total assessments were removed.

Average MAP National Percentile Language Arts and Mathematics HTHCV			
NWEA Map Assessment Spring Assessment 2021			
Subject	Group	average_percentile	N
Language Arts	All Students	52.2	393
Mathematics	All Students	57.3	412
Language Arts	English Learner	26.4	41
Mathematics	English Learner	33.5	42
Language Arts	IEP	31.2	46
Mathematics	IEP	33.1	46
Language Arts	Filipino	63.0	42
Language Arts	Latino	50.6	181
Language Arts	White	48.6	115
Mathematics	African American	57.9	15
Mathematics	Filipino	73.2	43
Mathematics	Latino	54.3	198
Mathematics	Pacific Islander	52.2	15
Mathematics	White	54.1	113
Language Arts	SED	47.1	167
Mathematics	SED	53.6	176

MAP Assessments completed in less than half of the 60 minute recommended average time were filtered. Less than five percent of total assessments were removed. Racial and ethnic groups with less than 15 students were filtered to preserve student privacy

Areas of greatest need: The MAP scores shown above indicate a need to address the areas of reading and mathematics with students at HTHCV, with a more significant need in the area of literacy. Although students received daily mathematics and reading instruction during distance learning, not all students progressed to the degree we would have expected during in-person learning. The EL student subgroup has scores which are significantly lower than other subgroups. HTHCV staff will place particular attention on interventions for EL students.

Mathematics: In alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTHCV will continue engaging in several initiatives:

- Curriculum: HTHCV math teachers adopted the College Preparatory Math (CPM) across all grades to ensure continuity and clear progress toward 11th grade math and common core standards. CPM is aligned with The Common Core as well as the SAT.
- Professional Development: Mathematical agency, CPM Curriculum planning and professional development support
- Assessment and data collection: Implemented MAP testing, conducted practice CAASPP aligned assessment with 11th grade students where math scores showed increases from fall to winter.
- Staffing for Mathematical Instructional Support: HTHCV has hired a mathematics instructional coach for the 2021-22 school year to support continued progress for student growth in mathematical mastery

Literacy: In alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTHCV will continue engaging in several initiatives:

- Schoolwide Looking at Data Professional Development
- Professional Development for Reading, Writing and Language Acquisition
- Professional Development for supporting EL students
- Outreach meetings with students and families explaining the redesignation process
- Support from HTHCV EL Teacher and HTH Director of English Learner Education for students who are classified as English Learners.

Areas of greatest progress: Students at HTHCV maintained high rates of attendance and engagement during distance learning, with a P2 attendance rate of 99%. Teachers and other school-based staff (director, dean, and site manager) proactively connected with families of students who were absent or who had technology challenges during distance learning, supporting students in engaging with distance learning content. 71.9% of students reported a positive experience with distance learning and 86.4% of students reported that learning activities are interesting (national percentile ranking, as measured by 2020-21 YouthTruth survey).

Summary of performance in Element 2 of the petition:

Element 2 of the HTH Statewide Benefit Charter includes the following measurable outcomes for HTH SBC high schools:

1. An objective that student survey results on the YouthTruth survey or comparable instrument will show that students are having a positive experience at HTH. *Objective met, as measured by YouthTruth survey data. 71.9% of students report a positive experience with distance learning and 86.4% of students report that learning activities are interesting (national percentile ranking).*
2. An objective that all HTH SBC students will achieve proficiency or above on their 5th, 8th, and 12th grade transitional presentation of learning that summarizes their learning. *Objective met, as measured by PowerSchool grade reports.*
3. An objective that HTH SBC school students will perform comparable to nearby schools with similar demographics on state level mandated assessments. *N/A due to suspension of required CAASPP administration due to COVID-19 pandemic.*
4. A goal that HTH SBC chronic absenteeism rates will be below state averages. *N/A due to challenges of calculating chronic absenteeism during COVID-19 pandemic distance learning.*
5. An aim that HTH SBC school suspension rates will be below state averages. *N/A due to suspension of California State dashboard data indicators due to COVID-19 pandemic.*
6. A goal of 100% of HTH graduates securing admission to an institution of higher education. *84% of HTHCV graduates secured admission to an institution of higher education. (class of 2021)*
7. A goal of 75% of HTH graduates secure admission to a four-year institution. *63.49% of HTHCV graduates secured admission to a four-year institution. (class of 2021)*

8. A goal that all students who qualify for federal financial aid will complete the FAFSA. *88% of students who qualify completed the FAFSA.*
9. An aim of all students completing a course of study that meets all requirements for entry into the University of California system (UC A-G). *96% of graduates completed UC A-G requirements (class of 2021).*

Summary of progress made in meeting the school's 2020-21 LCP goals, including:

- **Information on the ongoing 2021-22 LCAP process**
- **How the school is addressing learning loss from the prior school year**

LCAP Process: HTH SBC schools engage community members in the LCAP process throughout the school year. The process begins with initial LCAP and Title I meetings in the fall of various stakeholder groups: families, staff, and students. In the spring school leaders and teachers review LCAP goals and progress on those goals.

Addressing Learning Loss: HTH SBC schools are addressing learning loss from the prior school year by assessing student academic levels early in the school year, by completing NWEA MAP reading and mathematics assessments by 10/15. Teachers will use this data to inform instruction and intervention for students. All students are receiving increased Tier I support, and teachers and support staff will provide additional Tier II and Tier III support based on the needs surfaced in initial assessments.

Inform if IS will be offered in the 2021-22 school year:

HTH SBC schools do not plan to offer an IS option to students during the 2021-22 school year.