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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

High Tech High North County – Academic Memorandum Response

General Information

School Address: 1420 San Marcos Boulevard, San Marcos, CA 92078-4017

Website Address: https://www.hightechhigh.org/hthnc/

County-District-School Code: 37 76471 0114694

Charter Number: 0756

Charter Term: July 1, 2017, through June 30, 2024

School Description: Developed by a coalition of San Diego civic leaders and educators, High Tech High (HTH) opened in September 2000 as a small public charter school with plans to serve approximately 450 students. HTH has evolved into an integrated network of 13 charter schools spanning kindergarten through grade twelve across three campuses, including nine schools under High Tech High's Statewide Benefit Charter (HTH SBC) and several well-developed programs serving teachers and students across the state of California. All HTH schools, whether at the elementary, middle, or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship.

Grade Levels Served: Grade Nine through Grade Twelve

2021–22 Enrollment: 420

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at https://caaspp-elpac.ets.org/caaspp/.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20[1]	2020–21[2]	2021–22
School ELA	80.00%	70.41%	84.00%	No Data	10 or fewer students tested	75.29%
School Math	41.59%	33.68%	44.00%	No Data	10 or fewer students tested	36.47
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	10 or fewer students tested	No Data	10 or fewer students tested	63.89%	33.33%
School Math	10 or fewer students tested	No Data	10 or fewer students tested	25.00%	16.66%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension

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[1] Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.
[2] Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp. The following information was obtained from the Dashboard website at https://www.caschooldashboard.org/.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Not Applicable	Very High
Suspension Rate	Medium	Medium
English Learner Progress	Not Reported*	Medium
Graduation Rate	Very High	Medium
College/Career	Not Reported	Not Reported
ELA	High	Low
Math	Medium	Low

*Due to an error in the report received from Educational Testing Service, English Learner progress data was not accessible as of the date of this report.

Areas of Greatest Progress and Need

Based on the charter school's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school's areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at https://www.cde.ca.gov/sp/ch/verifdatacrit.asp.

The school is using NWEA MAP mathematics and reading assessments and YouthTruth school climate survey results to demonstrate the school's areas of greatest progress. YouthTruth is a nationally norm-referenced student and stakeholder survey. NWEA MAP is on the approved verified data list.

2. Identify the school's areas of greatest progress:

The school's areas of greatest progress (aligned to LCAP goals) include:

Student achievement in mathematics (LCAP goal #2: Improve student centered instruction)
Student achievement in ELA (LCAP goal #2: Improve student centered instruction)
Suspension rates, for all students and for SED students (LCAP goal #3: Nurture a culture of belonging)

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Area of Progress: Student achievement in mathematics
Data: NWEA MAP mathematics assessment shows an increase in student achievement in mathematics for all students and for SED students
% All Students at or above grade level in mathematics
2021: 53%, 2022: 55%
% SED Students at or above grade level in mathematics
2021: 46%, 2022: 47%
Data: CA Dashboard indicates a level of "medium"

Area of Progress: Student achievement in ELA
Data: NWEA MAP reading assessment shows an increase in student achievement in ELA
% All Students at or above grade level in reading
2021: 61%, 2022: 64%,
Data: CA Dashboard indicates a level of "high"

Area of Progress: Suspension rates for SED students
Data: Suspension data from PowerSchool show a decrease in suspension rates for SED students
2021-22: 2.52%, 2022-23 1.65%

4. Identify the school's areas of greatest need including references to student sub-groups:

Attendance & Chronic Absenteeism (LCAP goal #3: Nurture a culture of belonging)
Mathematics achievement for SED students (LCAP goal #2: Improve student centered instruction)
ELA achievement for SED students (LCAP goal #2: Improve student centered instruction)

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

Area of Greatest Need: Student Attendance
Powerschool attendance data shows lower than budgeted attendance percentage and a very high rate of chronic absenteeism.
Attendance % 8/24/22-2/17/23: 93%
Chronic Absenteeism: 26%

Area of Greatest Need: Student achievement in mathematics for SED students
Data: NWEA MAP mathematics assessment shows an increase in student achievement for SED students in mathematics, but scores lag behind scores for all students.
% SED Students at or above grade level in mathematics
2021: 43%, 2022: 44%

Area of Greatest Need: Student achievement in ELA for SED students/
Data: NWEA MAP reading assessment shows an increase in student achievement for SED students.
% SED Students at or above grade level in reading
2021: 54%, 2022: 51%

6. How is the school addressing these areas of need? Include references to student sub-groups.

Attendance and Chronic Absenteeism: In early 2023, HTH schools launched a "Spring into School" campaign, focused on supporting students in attending school. The campaign includes communications to families about the importance of being in school, resources for schools to use to communicate with families, and the sharing of real-time attendance data with each school. During the campaign, HTH will highlight strategies that seem to be working within schools in an effort to spread and amplify best practices to increase student attendance.

ELA and mathematics achievement for SED students: The school is addressing SED student achievement in ELA and mathematics by improving Tier 1 instruction and implementing additional interventions in Tier 2 and Tier 3. Teachers have participated in professional learning related to strategies for teaching reading, writing, and mathematics. The school employs an instructional coach to support teachers in improving their practice. Academic coaches are working with small reading and math groups and students are using the and IXL mathematics and language program and Lexia PowerUp and MindPlay literacy programs. Additionally, the school employs an English Learner Teacher to support students who are classified as EL and to train teachers on embedding ELD standards into their lesson plans.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

Seamless enrollment in 4-year college (class of 2022): 34%

Anticipated 6-year graduation rate (class of 2022): 32%

FAFSA completion rate (class of 2023):93%

% Students completing UC A-G requirements: 98%

CAASPP
ELA: % students who met or exceed standards (spring 2022) 63.89%
Mathematics: % students who met or exceed standards (spring 2022) 25.00%

Chronic absenteeism: 26%

Suspension rate: 3.52%

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

Each of the school's LCAP goals are listed below, with current data related to measuring and reporting results for the goals. The data shows that the school is on track to meet the desired outcomes for goals 1 and 4. The data shows that the school needs to continue to focus on improving student centered instruction in order to improve student achievement in mathematics and ELA. The school also needs to continue focus on addressing chronic absenteeism through interventions and supports that are focused on ensuring that students consistently attend school. Additionally, the school needs to focus on supporting students with college access and readiness in order to meet the goals set for seamless college enrollment.

Goal 1: Ensure High Quality Work:
Project Exhibitions: The school has engaged in student project exhibitions that include evidence of reading, writing or mathematical reasoning skills aligned with CCSS. 95% of projects include that evidence.

YouthTruth Survey Results:
85% of families responded positively to the prompt: I believe in my school's mission.
78% of families responded positively to the prompt: I would recommend my school to parents seeking a school for their child

Goal 2: Improve Student Centered Instruction
EL Reclassification Status Indicator (CA Dashboard): Data error
ELA CA Dashboard Status: High
Math CA Dashboard Status: Medium

Goal 3: Nurture a Culture of Belonging
Rate of Chronic Absenteeism: 26%
Suspension Rate: 3.52%
Suspension Rate SED Students: 1.65%

Goal 4: Improve Support for Struggling Students
YouthTruth Survey Results:
86% of families responded positively to the prompt: I feel comfortable approaching teachers about my child's progress.

Goal 5: Ensure College Access and Persistence
Percentage of students in A-G approved coursework: 98%
Percentage of students seamlessly enrolling in college: 57%
Percentage of students seamlessly enrolling in 4-year college: 34%
Percentage of students completing FAFSA: 93%
HTH anticipated six year college graduation rate (from NSC): 32%

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school's work to engage community members in the process:

The school is engaging community members, including families, ELAC committee, teachers, and students in the process of annually updating the LCAP through fall and spring meetings for all stakeholders and student surveys.

3. How is the school addressing learning loss from the prior school year?

The school is addressing learning loss by focusing on improving Tier 1 instruction, with a particular focus on structures for differentiation that will support the needs of all learners in the classroom. Additionally, the school is implementing additional interventions such as academic coaches in classrooms, after school tutoring, and online intervention resources that are available to students at school and at home. The school also offers academic intervention options during the "x-block" period, including a class for EL students and support in math and reading for all students.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

The school offers short term independent study through the Contract for Independent study process for absences up to 14 days in length. The school is not providing IS for absences exceeding 14 days.