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High Tech High**Report Prepared for California State Board of Education****In reference: High Tech Elementary Chula Vista****Submission Date: May 29, 2020****Summary:**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary Chula Vista (HTeCV) in response to the requested inquiries in support of the State Board of Education's (SBE) Annual Academic Memo. Specifically, this report addresses: A summary of ways in which the school's 20/21 LCAP seeks to improve performance overall, for specific subgroups.

HTeCV is focused on continuously improving outcomes for students across the California dashboard. Areas of progress during the 19-20 school year were student assessment results. There was a 10.3 point increase in English Language Arts (8.7 points above standard) and a 17.4 point increase in Mathematics. Another area of celebration was Chronic Absenteeism with a decrease of 3.8 percent and Suspensions with a decline of 0.8 percent.

Mathematics Achievement

The HTeCV dashboard indicates that math scores continue to improve among all subgroups and HTeCV staff believe that math achievement must continue to improve as our CAASPP results are still below standard by 4.4 points. HTeCV staff is committed to improving mathematics achievement for all students, with a particular focus on English Learners. The HTeCV dashboard indicates that math scores for English Learners have improved by 29 points but are still below standard by 25.4 points. In alignment with HTeCV's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTeCV will continue engaging in several initiatives. These include:

- Professional Development focused on the Launch, Explore, Summarize Model: Math consultants Dr. Stephanie Smith and Dr. Debra Fuentes have trained HTeCV teachers in the use of the Cognitively Guided Instruction approach to mathematics education. All new teachers will receive CGI training in August and continuous support from our math coach and interventionist throughout the school year.
- Curriculum: Teachers have implemented a more comprehensive scope and sequence including math curriculum (TERC, Context For Learning and Math in Practice))
- Mathematical Agency Improvement Collaborative (MAIC): HTeCV teachers participate in the Mathematical Agency Improvement Collaborative. MAIC has held three professional learning sessions this year in addition to lesson studios happening throughout the year

- Progress Monitoring: HTeCV math coach Joyce Park helps teachers progress monitor throughout the school year to determine which students are making growth and which students need additional support from our academic coaches and math interventionists.
- Supports for EL Students: HTeCV teachers will continue to receive support from the HTeCV EL coordinator in implementing additional strategies to target mathematical growth. A group of HTeCV teachers received training in Project GLAD strategies (a standards-based instructional model). We are planning to send a second group of teachers to the training during the 2020-2021 school year. HTeCV believes these strategies and supports will help students have more access to the problem-based focus of CGI instruction. In addition, access to academic vocabulary will enable more students to participate in active and intentional mathematical discourse in the classroom.

English Language Arts Achievement

The HTeCV dashboard indicates that literacy scores continue to improve among all subgroups but our English Language Learners and Socioeconomically disadvantaged are still slightly below standard (EL 18.7 below and SD 8.4 below).

- Literacy Coaching and Professional Development-Our teachers will continue to receive literacy coaching and professional development from trained staff members to support students in the development of foundational literacy skills.
- Interventionists will continue supporting Tier 2 and Tier 3 students with small group/individual reading support in the areas of phonics, phonemic awareness, fluency, and comprehension.
- Supports for EL Students-All of our teachers will continue to receive support and professional development on academic language acquisition and literacy from GLAD (Guided Language Acquisition Instruction) Trained staff.

Additional Key Supports and Structures for Diverse Learners and Socioeconomically Disadvantaged

- PBL Coaching and Professional Development-We believe in the transformational experience that project-based learning can provide for our students. We know that our teachers need continuous professional development to best facilitate engaging learning experiences for students and successfully integrate literacy, math, and science. Thus, we will continue to provide weekly PBL PD and coaching from our most experienced staff.
- Tutoring and Mentoring Program-During distance learning my Dean and I realized the benefit of having a school-based mentoring and tutoring program to support students who were struggling with virtual learning. We'd like to continue providing this support

next school year as our families have found it helpful in the academic progress and social-emotional well being of HTeCV children.

- Parent Education Program-Starting next school year with the help of our Dean and Family Collaborative Coordinator we will provide monthly workshops as well as an outreach initiative to support our families in diverse ways. We want to bridge the gap between home and school by ensuring that families feel more connected to the HTeCV community and daily happenings.
- Mental Health Support-We noticed that mental health difficulties increase the risk of students failing to achieve their highest potential academically, socially, and emotionally. Therefore, we support teachers in creating a classroom culture where every student feels safe through the usage of Positive Discipline. Also, our Dean, School Counselor, and School Psychologist work together to support the mental health needs of our students throughout the school year.

High Tech High
Report Prepared for California State Board of Education
SBE Academic Memo COVID Addendum
In reference: High Tech Elementary Chula Vista
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 Elementary Chula Vista (HTeCV). 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.

HTeCV began the 2020-21 school year with a distance learning model for all students. The model is designed to ensure instructional continuity for pupils as 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: kindergarten = 180 minutes, grades 1-3 = 230 minutes, grades 4-12 = 240 minutes.

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.