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**High Tech High
Report Prepared for California State Board of Education
In reference to: High Tech High Chula Vista
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 High Chula Vista (HTHCV) 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 20/21 LCAP seeks to improve performance overall, for specific sub groups, and for areas of decline from 2018/19 school year.

HTHCV is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest success include the percentage of students proficient on the English Language Arts portion of CAASPP despite a slight downward trend, the growth in students deemed ready for redesignation out of English Language Learner status from 2018 to 2019, and college access and readiness. In reviewing the California dashboard data from the 2017-2018 and 2018-2019 HTHCV should continue to focus on math and language arts proficiency as measured by the CAASPP test, and should also focus on lowering suspensions as areas for growth.

Greatest Areas of Success: ELA, ELL Redesignation, College Access & Readiness

English Language Arts CAASPP

Although the 2019 CAASPP scores for the English Language Arts section decreased by 12.9 points from 2018 scores, HTHCV students continue to exceed the state standard by 24.6 points. In alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction and Increasing Support for struggling students** HTHCV implemented several programs that are planned to carry through the 2020-2021 school year.

Here is what we did in 2019-2020 & plans for 2020-2021:

- ❖ Schoolwide Looking at Data Professional Development
- ❖ Professional Development for Reading, Writing and Language Acquisition
- ❖ Staff training for analyzing CAASPP and Administration of CAASPP exam
- ❖ Administration of CAASPP practice exam for progress
- ❖ Professional development for improved differentiation strategies for struggling students

English Language Learning Progress Toward Redesignation

Nearly 13 % of HTHCV 2019-2020 student population are designated as English Language Learners, which is historically consistent at the HTHCV campus. In 2018, HTHCV was not able to redesignate any students out of ELL status, however in the 2019-2020 school year, HTHCV redesignated 7 students, which is nearly 10% of overall ELL population in the school. In

alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction and Increasing Support for struggling students** HTHCV implemented several programs that are planned to carry through the 2020-2021 school year.

Here is what we did in 2019-2020 & plans for 2020-2021:

- ❖ Schoolwide Looking at Data Professional Development
- ❖ Professional Development for Reading, Writing and Language Acquisition
- ❖ Professional Development for supporting ELL students
- ❖ Outreach meetings with students and families explaining the redesignation process

College Access and Readiness

In 2019-2019 HTHCV was measured blue in the college access and readiness category of the California dashboard. At HTHCV, 96.6% of students graduated having met the A-G requirements for enrolling at a four year university. There are several structural programs and practices in place to ensure students are on a college trajectory upon graduation: a culture of college going through our advisory program, a required A-G course sequence for all students, requiring all students pass each class with a C or better in order to be eligible to apply to a four year college upon graduation and an internship program which makes, as a graduation requirement an academic internship. In alignment with HTHCV's LCAP goal to **Improve College Access and Persistence** HTHCV implemented several programs that are planned to carry through the 2020-2021 school year.

Here is what we did in 2019-2020 & plans for 2020-2021:

- ❖ College campus visits for all students
- ❖ A second college advisor at the HTHCV campus to support curriculum development toward career and college planning for advisory program
- ❖ Internship coordinator role to support all students gaining access to rich and meaningful internship experiences as well as developing internship curriculum for classroom teachers

Greatest Opportunities for Growth: *Mathematics Achievement and Suspension Rate*

Mathematics Achievement

HTHCV dashboard measuring performance in the area of math on the CAASPP was orange, with Hispanic and socioeconomically disadvantaged students as those in the orange range. In 2019, scores dropped by 14.2 points. In alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction and Increasing Support for Struggling Students** HTHCV implemented several programs that are planned to carry through the 2020-2021 school year.

Here is what we did in 2019-2020 & plans for 2020-2021:

- ❖ 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, Professional Development for Culturally Relevant Pedagogy

- ❖ 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 plans to hire an instructional coach for the 2020-2021 school year to support continued progress for student growth in mathematical mastery through student centered instructional practices.

Suspension Rate

The California dashboard measuring suspensions at HTHCV indicated a level of orange. There were a total of 36 suspensions in 2018-2019 school year which was a 1% increase from the 2017-2018 school year. Students impacted that fall into the orange category were socioeconomically disadvantaged, Hispanic, and students with disabilities. Though 92.42% of HTHCV students indicated on the Youth Truth survey that they thought “discipline was fair”, we see that suspension negatively impacts socioeconomically disadvantaged students and students with IEPs. Academic literature questions the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. **In alignment with HTHCV’s LCAP goal to Nurture a Culture of Belongingness**, HTHCV administration and staff have actively worked during the 2019-2020 school year to reduce the suspension rate.

Here is what we did in 2019-2020 & plans for 2020-2021:

- HTHCV administrators facilitate workshops and student community meetings to review rules and school conduct guidelines that are outlined in the student handbook. The goals of these meetings are to bring awareness and build a positive school community.
- Hired a Family Bridge coordinator for the 2019-2020 year. HTHCV’s coordinator organized meetings with families covering handbook regulations as well as topics to inform parents of the challenges facing teens, and provide them with resources.
- HTHCV has increased counseling services throughout the school to proactively support students with and without IEPs in coping with behaviors that might contribute to suspendable offenses.
- HTHCV has engaged in restorative practices and opportunities for learning whenever possible. Administrators worked collaboratively to create curriculum for re-entry or substitutions for suspension. HTHCV believes that the successful reintegration of students who have been suspended has been a key factor in reducing the amount of recidivism among suspended students
- Through advisory groups, smaller class sizes, and a strong value of student voice and choice, HTHCV strives to nurture a culture of belongingness for all students

Response from High Tech High Chula Vista

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

HTHCV 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 9-12.

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.