

This document was provided, as is, to the California Department of Education (CDE) by **High Tech High North County**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

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

High Tech High**Report Prepared for California State Board of Education****In reference to: High Tech High 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 High North County (HTHNC) 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.

HTHNC is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 19-20 school year were rising ELA and Mathematics scores. The California dashboard shows that **HTHNC has improved in both ELA and Mathematics with the most notable improvements for socioeconomically disadvantaged student groups. HTHNC continues to excel in college and career readiness and high graduation rates.** HTHNC maintained a **blue** rating in college and career based on the CA Dashboard with a rate of 94.8% with an equity report of blue for ALL students. The graduation rate is maintained at 95.9%. Areas of focus during the 19-20 school year were **reducing suspension rates and improving student-centered instruction in mathematics.** Greatest opportunities for growth are the suspension rates which increased slightly and are rated in **orange** on the latest CA dashboard.

Greatest Areas of Progress: *Improved ELA & Mathematics Scores***English Language Arts**

HTH humanities teachers seek to design classrooms that provide access and challenge for all students, encouraging them to grapple, share their thinking and construct knowledge together. Students at HTHNC continue to do well in ELA and are improving according to the CA dashboard. The CA dashboard shows an increase of 26.9 points for all students and the LCFF evaluation rubric for ELA is currently **blue** for ALL students! Students at HTHNC are 83.6 points above standard. A greater celebration to note is that there was a 61.5 point increase for students in the socioeconomically disadvantaged subgroup showing 81.5 points above standard in this group. No students were in the red, orange, yellow OR green category.

In alignment with HTHNC's LCAP goal to Ensure High Quality work, HTHNC has increased focus on ELA instruction by implementing the following structures:

- HTHNC provides external professional development in literacy for Humanities teachers when appropriate as well as internal professional development monthly. Teachers also value and take advantage of our adult learning opportunities at HTH.
- Our teachers participate in our HTH Literacy Collaborative as well as organization wide lesson studios and North County specific lesson studios.
- HTH teachers are engaged in learning cycles and collaborative lesson studies focused on high leverage practices such as conferring with individual students, guided reading, shared reading, close reading strategies to support analysis of nonfiction and primary source texts, and explicit vocabulary instruction.

In addition, **in connection with LCAP goal number four, *Increase Support for Struggling Students***, HTH schools will be expanding their use of the Mindplay Virtual Reading Coach intervention which targets fluency, comprehension and phonics as a support for students far below grade level. HTHNC will also use the Internal Benchmark Assessment and Data Reflection (MAP) to better inform our practice and provide literacy and EL Support during electives.

Mathematics

HTH math teachers seek to design classrooms that provide access and challenge for all students, encouraging them to grapple, share their thinking and construct knowledge together. Students at HTHNC are improving in mathematics. The CA dashboard shows an increase of 24.4 points for all students and the LCFF evaluation rubric for math is currently **green!** A greater celebration to note is that there was a 54.9 point increase for students in the socioeconomically disadvantaged subgroup.

In alignment with HTHNC's LCAP goal to Improve Student-Centered Instruction (including instruction in mathematics), HTHNC has increased focus on math instruction by implementing the following structures:

- **Benchmark Assessments:**
Implementation of MAP Assessment in 9th and 10th grades to inform personalized Math Action Plans
- **Challenge Options in Mathematics:** HTHNC is Offering honors math in 11th and 12th Grade
- **Test Preparation:** All students take the PSAT in 9th and 10th grade and the SAT in 11th grade. HTHNC teachers are Including SAT/ACT warm-up problem sets and problem debriefs in all math classes and SAT Action Plans as well as SAT prep classes for Fall and Spring SAT test (6-7 week long classes). Some notable key findings from the 18/19 school year show that our students who take our after school SAT course have on average a higher increase in SAT scores that students who do not take the free to students course. HTHNC will focus on providing SAT support during and after school.

Teachers will also increase the use of MAP data to inform their practice and personalized math action plans for students.

- 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.
- Lesson Studios: HTHNC 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 support working together to solve shared problems of practice.
- Mathematical Agency Improvement Collaborative (MAIC): Math teachers at HTHNC participate in the Mathematical Agency Improvement Collaborative. MAIC has held three professional learning sessions per year in addition to lesson studios happening throughout the year.

In addition, **in connection with LCAP goal number four, *Increase Support for Struggling Students***, HTHNC provides the following supports for targeted struggling students.

- Curriculum design that includes spiraling and intentional review
- Academic coaching across grade levels
- Advisory grade checks
- Scheduled office hours
- Small Academic Coach to student ratio for students who need interventions
- Intentional group work roles and purposeful grouping of students

Greatest Areas for Celebration: ***Graduation rates and college & career readiness***

Graduation rate and a strong focus on college and career are notable areas of continued progress for High Tech High North County. The High Tech High North County dashboard measure for college and career readiness is **blue**. HTHNC maintains high graduation rates and high college and career readiness standards for ALL of our students including students in socioeconomically disadvantaged groups.

Greatest Opportunities for Growth: ***Suspension Rates***

Suspension Rates

HTHNC suspension rates increased 1.2 % in the latest CA dashboard report showing an **orange** rating. HTHNC could improve by reducing the suspension rate for the subgroups; hispanic,

students with disabilities and white students. While the LCFF evaluation rubric for suspension is currently orange, HTHNC has maintained a green rating for socioeconomically disadvantaged students.

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 HTHNC's LCAP goal to Nurture a Culture of Belongingness, HTHNC administration and staff have recognized the need for improvement in this measure and actively worked during the 2019-2020 school year to reduce the suspension rate for students in the following ways:

- HTHNC has engaged families more in discussion of discipline issues as a means of creating a school/home response.
- HTHNC has worked to identify students engaging in behaviors that *could* lead to suspension early, and implementing an early proactive intervention (mentoring, positive relationship building, consultancies with appropriate staff, etc.)
- HTHNC has engaged in restorative practices whenever possible - either within the classroom as a preventative measure, in lieu of suspension, or upon return from a suspension in order to reintegrate back into the community. HTHNC 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, HTHNC strives to nurture a culture of belongingness for all students.
- HTHNC started a group called TEAM 9 that included one staff member and a member of the CARPE college access network and a group of students who we identified as students needing support in belongingness. This group meets regularly with staff for lunch and conversation. Staff has worked on sharing regular bright spots with students and families.

We continue to work on ways to improve students' sense of belonging at HTHNC. We are also working on ways to incorporate our Special Education team in our proactive work with students to improve the work we do with our students with disabilities.

Response from High Tech High North County

High Tech High
Report Prepared for California State Board of Education
SBE Academic Memo COVID Addendum
In reference: High Tech High 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 High North County (HTHNC). 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.

HTHNC 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.

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.