California Department of Education  
Charter Schools Division  
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Attachment 11

# High Tech Elementary North County Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 1480 West San Marcos Blvd., San Marcos, CA 92078-4017
2. **Located in District:** San Marcos Unified School District
3. **Website Address:** www.hightechhigh.org
4. **County-District-School (CDS) Code:** 37764710138776
5. **Charter Number:** 756
6. **Current Charter Term Start Date:** 07/01/2017
7. **Current Charter Term End Date:** 06/30/2025
8. **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 grades 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.
9. **Grade Levels Served:** Kindergarten through Grade Five
10. **2022–23 Enrollment:** 442
11. **Instruction Type:** Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 17.2% | 13.4% |
| Foster Youth | 0.2% | 0.2% |
| Homeless | 0.2% | 1.6% |
| Socioeconomically Disadvantaged | 51.1% | 38.4% |
| Students with Disabilities | 13.3% | 14.0% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 1.1% | 0.0% |
| American Indian | 0.5% | 1.3% |
| Asian | 4.5% | 5.8% |
| Filipino | 2.3% | 2.2% |
| Hispanic | 52.7% | 45.4% |
| Pacific Islander | 0.7% | 0.3% |
| Two or More Races | 8.6% | 6.0% |
| White | 29.2% | 38.9% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Yellow  19.4% chronically absent | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | Blue  0.9% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | Yellow  39.7% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | N/A | **Orange**  86.4% graduated |
| **College/Career** | N/A | **Medium**  43.9% prepared |
| **English Language Arts** | Orange  38.7 points below standard | **Orange** 13.6 points below standard |
| **Mathematics** | Orange  51.7 points below standard | **Orange**  49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=76471-0127605&lstSchool=0127605.

## Section 3. Areas of Greatest Progress and Need

### Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.

The school’s areas of greatest progress (aligned to LCAP goals) include: English learner progress (LCAP goal #2: Improve student centered instruction) Suspension rates (LCAP goal #3: Nurture a culture of belonging)

### What internal assessments (not 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?

NWEA MAP Growth Assessment in Mathematics and Reading DIBELS reading assessment

NWEA MAP is on the approved verified data list.

### Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.

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

Student Achievement in Mathematics (LCAP goal #2: Improve student centered instruction)

School Performance Level: Orange, 51.7 points below standard. This performance level declined 4.3 points since the prior year.

Subgroup performance:

The mathematics performance level for students with disabilities is: Orange, 101.7 points below standard. This performance level did increase by 13.7 points since the prior year.

Student Achievement in English Language Arts (LCAP goal #2: Improve student centered instruction)

School Performance Level: Orange, 38.7 points below standard. This performance level declined 25.3 points since the prior year.

Subgroup performance:

The ELA performance level for English Learners is: Orange, 64.8 points below standard.

The ELA performance level for Hispanic students is: Orange, 59.8 points below standard.

The ELA performance level for Socioeconomically Disadvantaged students is: Orange,

58.9 points below standard.

The ELA performance level for Disabled Students is: Orange, 79.6 points below standard.

### How is the School addressing these areas of need? Include references to student groups.

The school is addressing these areas of need in the following ways.

In an effort to increase student achievement in mathematics, the school is continuing to use the Illustrative Mathematics curriculum in all grades. The school is providing teachers ongoing professional learning opportunities in Illustrative Mathematics and Cognitively Guided Instruction. Teachers and administrators have participated in conferences, workshops, and coursework. The school is also running math intervention groups with EML students in grades 3-5 and has updated and refreshed manipulatives in classrooms. Additionally, the school has purchased IXL mathematics licenses to support students developing mathematical fluency.

In an effort to increase student achievement in English language arts, the school has implemented small group instruction across all grades, based on data obtained from the DIBELS assessments. The school has increased the frequency of progress monitoring for students below grade level. The school has provided Lexia Core5 reading program for all students in kindergarten, and as an intervention in grades 1-5. The school has staffed two reading specialist positions and continues to teach the Wilson FUNdations phonics curriculum to grades K-3 with fidelity. Additionally, the school has purchased IXL English language arts licenses to support students developing literacy skills.

## Section 4. Summary of Performance on Measurable Pupil Outcomes

### Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.

NWEA MAP Assessments

Reading: Students were in the 38th percentile for growth from fall 2022-fall 2023 Mathematics: Students were in the 30th percentile for growth from fall 2022-fall 2023

CAASPP

ELA: Orange, 38.7 points below standard Mathematics: Orange, 51.7 points below standard.

Chronic Absenteeism: Yellow, 19.4% chronically absent

Suspension rates: Blue, 0.9% suspended at least one day

Student led Conferences: All students have participated in two student led conferences during the 2023-24 school year.

## Section 5. Local Control and Accountability Plan Progress

### Provide a summary of progress made in meeting the School’s 2022–23 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, 3, 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. Additionally, the needs to continue focus on addressing chronic absenteeism through interventions and supports that are focused on ensuring that students consistently attend school.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:

84% 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): No performance color, 50% making progress

ELA CA Dashboard Status: Yellow, 12.4 points below standard Math CA Dashboard Status: Orange, 45.3 points below standard Goal 3: Nurture a Culture of Belonging

Rate of Chronic Absenteeism: Yellow, 25.2% chronically absent Suspension Rate: Yellow, 2.5% students suspended at least one day

Suspension Rate SED Students: Orange, 4.0% students suspended at least one day Goal 4: Improve Support for Struggling Students

YouthTruth Survey Results:

76% of families responded positively to the prompt: I feel comfortable approaching teachers about my child’s progress.

### Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.

The school is making the following efforts to increase community input on the LCAP goals, actions, and expenditures:

- Offering multiple opportunities for parents and families to provide input

- Combining parent and family LCAP input sessions with other school events, when parents and families are already on site

- Soliciting input from staff during a regularly scheduled staff meeting

- Convening student groups to provide input