California Department of Education
Charter Schools Division
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Attachment 17

# High Tech Middle North CountyAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 1460 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:** Grade Six through Grade Eight
10. **2022–23 Enrollment:** 336
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 | 12.2% | 13.4% |
| Foster Youth | 0.3% | 0.2% |
| Homeless | 0.3% | 1.6% |
| Socioeconomically Disadvantaged | 46.7% | 38.4% |
| Students with Disabilities | 16.1% | 14.0% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 1.8% | 0.0% |
| American Indian | 0.3% | 1.3% |
| Asian | 4.2% | 5.8% |
| Filipino | 2.4% | 2.2% |
| Hispanic | 48.2% | 45.4% |
| Pacific Islander | 0.6% | 0.3% |
| Two or More Races | 8.0% | 6.0% |
| White | 34.5% | 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** | Orange13.0% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Green0.9% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Performance Color95.2% 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** | Green27.2 points above standard | **Orange**13.6 points below standard |
| **Mathematics** | Green23.8 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=76471-0119271&lstSchool=0119271.

## 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: Suspension Rate (LCAP goal #3: Nurture a culture of belonging)

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

English Learner Progress (LCAP goal #2: Improve student centered instruction)

### 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 Reading and Mathematics 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:

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

School Performance Level: Green, 23.8 points below standard

Subgroup Performance Levels:

- The mathematics performance level for English Learners is: Yellow, 71.3 points below standard. This is an increase of 26 points since the prior year.

- The mathematics performance level for students with disabilities is: Yellow, 72.3 points below standard. This is an increase of 32.9 points since the prior year.

- The mathematics performance level for Hispanic students is: Yellow, 59.9 points below standard. This is an increase of 23.7 points from the prior year.

- The mathematics performance level for Socioeconomically Disadvantaged students is: Yellow, 59.3 points below standard. This is an increase of 23.1 points since the prior year.

2. Chronic Absenteeism (LCAP Goal #3: Nurture a culture of belonging) School Performance Level: Orange, 13.0% chronically absent.

Subgroup Performance Level:

- The Chronic Absenteeism performance level for Socioeconomically Disadvantaged students is: Red, 15% chronically absent. This is an increase of 3.6% since the prior year.

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

In order to address these areas of need, the school is taking the following actions:

- In an effort to increase student achievement in mathematics, the school has invested in the IXL online math program to provide students with an individual plan for math improvement, aligned to their NWEA MAP mathematics assessment results. The school has staffed the position of instructional coach, to support first and second year math teachers. The school has identified students who are struggling in mathematics and is providing them intervention in small groups. Additionally, HTMNC teachers have been working in collaboration with the Math Genius Network across High Tech High to design a framework of math instruction and assessment that aligns with CCSS and supports our teachers in prioritizing high leverage areas of mathematics. In an effort to support EML student achievement in mathematics, the school is strengthening its EML program to address gaps in English language which surface in mathematics.

- In an effort to decrease chronic absenteeism, the school is implementing the HTH chronic absenteeism change package which includes sending letters to families and conducting home visits and family meetings in an effort to better understand the root cause of the students’ absences and address those root causes.

## 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 40th percentile for growth from fall 2022-fall 2023 Mathematics: Students were in the 41nd percentile for growth from fall 2022-fall 2023

- CAASPP

- ELA: Green, 27.2 points above standard Mathematics: Green, 23.8 points below standard

- Chronic Absenteeism

- Orange: 13.0% chronically absent

- Suspension rates

- Green: 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 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:

 - 75% of families responded positively to the prompt: I believe in my school’s mission.

 - 71% 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 indicator, 95.2% making progress

- ELA CA Dashboard Status: Green, 27.2 points above standard Math CA Dashboard Status: Green, 23.8 points below standard Goal 3: Nurture a Culture of Belonging

- Rate of Chronic Absenteeism: Orange, 13.0% chronically absent Suspension Rate: Green, 0.9% students suspended at least one day

- Suspension Rate SED Students: Blue, 0.6% students suspended at least one day Goal 4: Improve Support for Struggling Students

- YouthTruth Survey Results:

 - 95% 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