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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: April 26, 2018****Overview**

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 19/20 LCAP seeks to improve performance overall, for specific sub groups, and for areas of decline.

HTHCV is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress and success include the percentage of students proficient on the English Language Arts portion of CAASPP and college access and readiness. Two areas for improvement are decreasing suspensions and improving CAASPP mathematics scores. In reviewing the data from the 2017-2018 memo and the California dashboard data for 2018, HTHCV should continue to focus on math proficiency as measured by the CAASPP test, and should also focus on suspensions as an area for growth.

**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 2018, only 27.52% of students received a score of 3 or higher on the mathematics test, which was a decrease from 2017, when 31.25% of students received similar scores. 23.68% of students receiving free and reduced lunch scored a 3 or higher, and 21.88% of latino students received a 3 or higher, indicating overall lower scores. In alignment with HTHCV's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTHCV is engaging in several initiatives. These include:

- Curriculum:  
HTHCV teachers are using resources from Illustrative Math to guide scope and sequence and approach to mathematical instruction. This allows for spiraling of conceptual understanding as well as vertical alignment.
- Professional Development:  
Mathematical Agency Improvement Collaborative (MAIC):

Four of the six math/science teachers at HTMNC 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.

- Lesson Studios:

HTMNC 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 supports working together to solve shared problems of practice.

- Staffing:

HTCV plans to hire additional math teachers to support increased planning time in order to support teachers in better differentiating to provide challenge and access for all students.

### **Suspension Rate**

The California dashboard measuring suspensions at HTHCV indicated a level of orange. There were a total of 34 suspensions in 2017-18 school year which was an increase from a total of 20 in the 2016-2017 school year. Students impacted that fall into the orange category were Filipino, English language learners, socioeconomically disadvantaged, Hispanic, students with disabilities and White students. Though 92.42% of HTHCV students indicated on the Youth Truth survey that they thought “discipline was fair”, we see that suspension negatively impacts boys of color 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 2018-2019 school year to reduce the suspension rate in the following ways:

- HTHCV has facilitated 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 positive school community.
- HTHCV has hosted meetings with families covering handbook topics to inform parents of the challenges facing teens, and provide parents with resources.
- HTHCV has added general education counseling services to proactively support students who are not designated as special education.
- HTHCV 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. 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

- HTHCV 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.)
- 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