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High Tech High**Report Prepared for California State Board of Education****In reference to: High Tech High Mesa****Submission Date: April 26, 2019****Overview**

As requested by the California Department of Education, High Tech High Mesa submits the following Summary Report for High Tech High Mesa (HTHM) 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.

HTHM is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 18-19 school year were student reading and writing, including the Mindplay intervention, which will prepare students for the English Language Arts CAASPP. In addition, the school has invested time and resources into professional development around looking at data related to LCAP goals to ensure HTHM is aligned with other SBC schools. Areas of focus during the 18-19 school year included establishing a school culture committed to academic success for all students while simultaneously engaging all stakeholders in the school's management.

Greatest Opportunities for Growth: *English Language Arts Achievement, Suspension Rate, and Chronic Absenteeism***English Language Arts Achievement**

HTHM, despite not having dashboard data, identified literacy instruction as a top priority. In alignment with HTHM's LCAP goal to **Improve Student Centered Instruction** (including instruction in literacy) is engaging in several initiatives this year. These include:

- HTHM teachers are engaged in learning cycles and collaborative lesson studies focused on high-leverage practices such as socratic seminars, guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction
- In addition, in connection with LCAP goal number 4, Increase Support for Struggling Students, HTHM implemented use of the Mindplay Virtual Reading Coach intervention,-

which targets fluency, comprehension and phonics - as a support for students far below grade level.

Suspension Rate

While no dashboard data exists, current data indicates that HTHM could improve by reducing the suspension rate for specific subgroups including socioeconomically disadvantaged and Latino students. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTHM to rethink and redesign traditional disciplinary practices at HTH SBC schools. HTHM aspires to create conditions where the most vulnerable HTHM student populations feel a sense of belonging, academic support, and continuity. In alignment with HTHM's LCAP goal to **Nurture a Culture of Belonging**, HTHM is engaging in several initiatives this year. These include:

- Deepening restorative practices:
 - HTHM Dean of Students worked proactively with teachers of students who demonstrated challenging behaviors before those behaviors escalated and required a disciplinary response. HTHM teachers noted improved relationships with students who consistently participated in these "Plan B" meetings, as well as reductions in the frequency and severity of challenging behaviors
- HTH SBC YouthTruth Data from the current 18/19 school year indicate that students believe discipline is fair and feel part of a community
 - HTH SBC students rank at the 90th national percentile in response to the question: "Discipline is fair"
 - HTH SBC students rank at the 91st national percentile in response to the question: "I feel part of this community"
 - Nearly 75% of HTHM families participated in the Youth Truth Family Survey wherein they ranked culture, engagement and relationships in the 90th percentile

Chronic Absenteeism

In order for students to feel a sense of belongingness and engagement, they must attend school regularly. Staff at HTHM have been struck by the research that chronic absences are linked to lower test scores, lower reading proficiency, high HS dropout rates, and lower college persistence. In alignment with HTHM's LCAP goal to **Increase Support for Struggling Students**, HTHM is engaging several initiatives this year. These include:

- Sending monthly letters home to parents of chronically absent students in which HTHM informs them of the number of days their child has been absent, as well as the academic impacts of missing school
- HTHM Dean of Students has met in person with the parents/guardians of every chronically absent student, in an effort to understand the reasons children are missing school, offer any services that HTHM may have available, and share research to indicate negative outcomes associated with chronic absenteeism
- The Dean of Students will continue to utilize a robust communication plan with students and families, which will be supported by the school director at official functions and staff during the school day