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High Tech Elementary Chula Vista

High Tech High**Report Prepared for California State Board of Education****In reference to: High Tech Elementary Chula Vista****Submission Date: April 13, 2018****Overview**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary Chula Vista (HTECV) in response to the three requested inquiries in support of the State Board of Education's (SBE) Annual Academic Memo (Academic Memo). Specifically, this report addresses:

1. A summary of school's reflections on its Fall 2017 Dashboard Results, identifying areas of greatest progress and greatest opportunity for growth.
2. A summary of the school's reflections on Element Two: Measurable Pupil Outcomes.
3. A summary of the school's reflections on Element Three: Method for Measuring Pupil Outcomes.

Section 1**School Reflections on Fall 2017 Dashboard Results****Identification of areas of greatest progress and greatest opportunity for growth**

HTECV's Fall 2017 dashboard data indicates positive change for each measurable goal including suspension rate, English learning progress, English language arts, and mathematics. The two greatest areas of progress for HTECV are outcomes for English Learners (ELs) (showing growth of nearly 9% from the previous year) and our ELA data (showing an increase of roughly 5%) and the greatest opportunity for growth are math achievement.

Greatest Opportunity for Growth***Math Achievement***

While HTECV showed growth on the math assessment report last year, HTECV believes math achievement could improve further. This year, to that end, we have partnered with elementary math expert, Dr. Stephanie Smith, who has trained our staff in the use of the Cognitively Guided Instruction approach to math education and who we've contracted with to provide regular teacher coaching throughout the year. Next year, we hope to continue this partnership and increase the level of coaching and support teachers received around math instruction. HTECV also plans to pilot CGI end-of-year assessments as a tool to provide data to teachers as they design their curriculum for next year. HTECV intends to carefully analyze 17/18 SBAC data to determine the extent to which these instructional strategies are leading to mathematics growth for these specific subgroups and next steps.

Areas of Greatest Progress

Supporting English Learners

HTECV is situated just a few miles from the US/Mexico border, and there is a strong Latino community in the school's neighboring areas, and on our campus, making the work of supporting ELs especially important. Over the past few years, HTECV has increased our efforts to help support these students by hiring a full-time staff member who acts as both our EL Coordinator and our Social-Emotional Learning Coordinator. This staff member has been instrumental in supporting teachers' work around differentiating instruction to meet the needs of all students, and is also bilingual, and thus better support the needs of recently arrived ELs.

Teachers at HTECV support ELs everyday through project-based learning because language is given an authentic purpose. HTECV students are constantly exposed to a high registrar of English through the academic language of their projects. Teacher prepare their project designs with this specialized vocabulary and use it in different modalities throughout the project. In other contexts, language learners continue to struggle with ELD because the language is taught in isolation and peers are not using academic language. One way that the HTECV EL Coordinator has helped support the development of our ELs this year has been by training a handful of teachers in the implementation of the ELPAC and to help familiarize them with the expectations of the test, and, more importantly, the state's expectations of a student proficiency in English.

As a result of this work, HTECV celebrates a nearly 5% gain in the percentage of English Learners who made progress towards English proficiency on the dashboard.

Supporting Literacy Growth for English Learners

We have also increased our reading intervention practices for this particular subset of students, a process which we piloted last year and have rolled out more widely this year, due to the positive data. In particular, we have adopted LLI (Leveled Literacy Intervention) and Foundations (a Wilson's reading program), both of which have had a positive impact on learning outcomes for our ELs. For example, ELs as a subgroup increased their performance on the mathematics and English Language Arts Assessment.

HTECV partnered with Teachers College Reading and Writing Project, a relationship that has greatly influenced our approach in this area. 100% of HTECV teachers were trained in Reader's Workshop and the Units of Study curriculum, a widely respected and research-based approach to literacy instruction. HTECV has focused on developing a culture of reading by increasing students access to text they love and increasing the time they spend in "just-right" texts personalized to their interests and reading level.

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Section 2

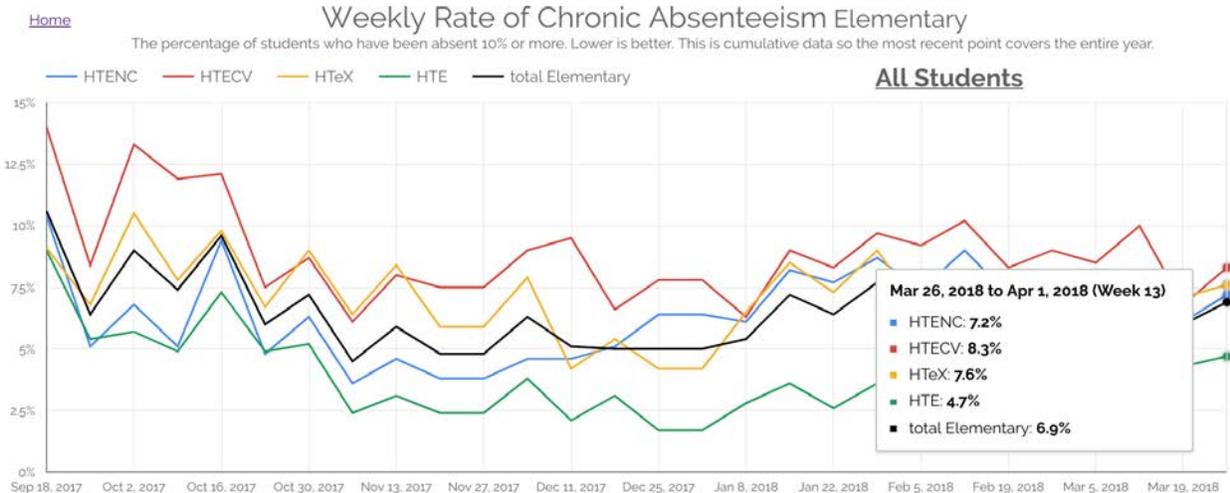
School Reflections on Element Two:
Measurable Pupil Outcomes**Greatest Opportunity for Growth*****Chronic Absenteeism***

In order for students to feel a sense of belongingness and engagement, they must attend school regularly. For this reason, we have also set a goal to reduce chronic absenteeism at HTeCV. HTeCV has 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 order to address this challenge, HTeCV has started sending monthly letters home to parents of chronically absent students, in which HTeCV informs them of the number of days their child has been absent, as well as the academic impacts of missing school. HTeCV asks families to sign the letter and return it to school. The HTeCV director has also made it a priority to meet in person with the parents of every chronically absent student. During these meetings, the goal is to understand the reasons why children are missing school, offer any services that HTeCV may have available (often connecting parents with nearby families for carpooling) and also share research to indicate negative outcomes associated with chronic absenteeism. As a result, HTeCV has seen the chronic absenteeism rate drop from 14% to 6.8% over the course of this school year.

While chronic absentee rates at HTeCV have dropped over the course of the year, HTeCV has identified opportunities for additional improvement. The HTeCV director finds parent meetings regarding chronic absenteeism have been effective because many parents have been unaware of the fact that an excused absence has the same negative implications on student learning outcomes as an unexcused absence. HTeCV plans to develop a new program next year where HTeCV students will serve as attendance buddies. Educational research indicates that having an older mentor waiting for young children at school increases the likelihood that they will come to school. The hope is that by creating an additional level of accountability, HTeCV might be able to further decrease the rate of chronic absenteeism.

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Areas of Greatest Progress

Literacy Achievement

One of HTECV's primary goals over the past year has been to help students demonstrate progress and achievement in literacy as measured by the Fountas and Pinnell benchmark assessment. While rich literacy integration into projects has always been an important instructional strategy at HTECV, this past year HTECV has also increased efforts to provide specific interventions for struggling readers. HTECV also adopted a school-wide benchmarking system to more accurately capture the literacy growth of students.

Starting in September 2017, HteCV began implementing the Leveled Literacy Intervention (LLI) curriculum at grades 1-3. HTECV has been slowly expanding that work to include grades 4 and 5, and ultimately our kindergarten students. LLI is an intensive, small-group, supplementary literacy intervention for students who struggle with reading and writing. The goal of LLI is to provide an additional reading intervention to students who are not achieving grade-level expectations in reading. To this end, HTECV has started to train our Academic Coaches in the LLI curriculum and to create schedules by which they are able to provide intervention to students during the school day as well as before and after school.

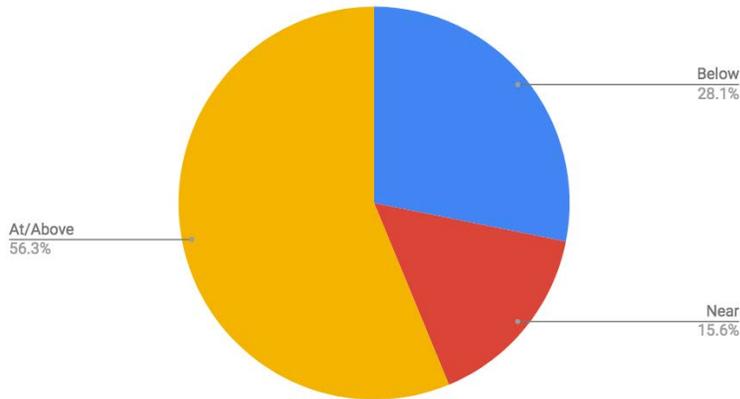
As a result, HTECV has seen significant growth in reading data. Below is HTECV 2nd grade data, which is a representative sample for the rest of our school.

- At the start of the school year, 56.3% of students were reading at/above grade level and 16% were approaching grade level, with nearly 28% of students below grade level.
- Three months later, in December 2017, nearly 77% of our students were reading at grade level, with only 11% of students reading below grade level, and 13% approaching grade level.

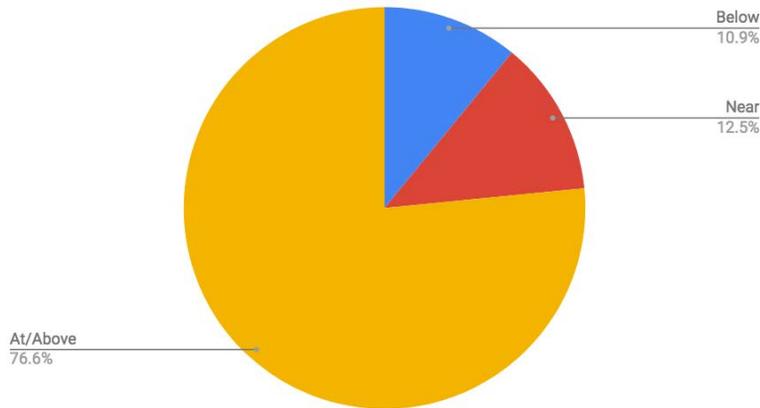
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Next year, as a result of this work, we are going to modify the staffing structure to include more support teachers trained in literacy intervention to help provide targeted reading support to students. HTeCV would like to start the work even early in the year and to include all grade levels. Ideally, we would like to hire a Literacy Specialist who would be able to oversee the intervention work, provide literacy coaching to teachers, and train Academic Coaches in the LLI curriculum.

Count of Students' Reading Levels 9/2017



Count of Students' Reading Levels 12/2017



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Section 3

School Reflections on Element Three:
Method for Measuring Pupil Outcomes**Greatest Opportunity for Growth*****Reduce the Suspension Rate and Provide Additional Support for Struggling Students***

HTeCV seeks to reduce the suspension rate by providing additional support for struggling students. HTeCV has refined the role of Social Emotional Learning Coordinator to be more focused on implementing the Collaborative Problem Solving model developed by Dr. Ross Greene. This has entailed intensive training in the technique of Collaborative Problem Solving under the training of Dr. Ross Greene.

One part of the Collaborative Problem Solving process has been implementing is a tool called the ALSUP (Assessment of Lagging Skills and Unsolved Problems) and a conversation called a Plan B, in which the HTeCV SEL Coordinator facilitates a conversation between the struggling student and his teacher. This year, while more than 20 different students have participated in the program, 10 students received consistent support for 30 minutes weekly. As a result, HTeCV has noticed:

- increased student participation and significantly less negative student behavior (tantrums, avoidance of work, etc).
- fewer suspensions this year (3 total, down from 6 last year, at the time of this report).
- retention of the tools taught in Collaborative Problem Solving (students are transferring the language and skills back into the classroom).
- more time-on-task of students while in class

So far this year, two students have already completed the program, and are now able to solve problems on their own, no longer needing weekly behavior support.

Through this process HTeCV has learned that children are invested in solving their own problems and feel empowered when given the tools to do so. Every child wants to be successful. The neutral language of a Plan B conversations put students at ease. They know they are not in trouble but are in the Plan B willingly to solve a problem. They get that it is for their benefit. To expand this approach next year, HTeCV plans to train interested teachers and also inform interested parents about using Collaborative Problem Solving at home.

Areas of Greatest Progress***Student and Family Engagement***

One of HTeCV's goals is for students to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection. HTeCV strives to maintain a culture in which parents are engaged with students' academic project work in meaningful ways. Student engagement and parent involvement have consistently been a strength for HTeCV.

In order to maintain a high level of participation at school events like exhibition and student-led conferences and to increase parent turnout at events like family collaborative meetings and parent info meetings, the elementary, middle, and high schools on our Chula Vista campus hired a bilingual Parent Outreach Coordinator. This coordinator has been instrumental to the founding of the *El Pueblo Unido* K-12 parent involvement group which has deepened the participation and engagement of families at HTeCV. This has been accomplished by organizing events that engage all families, and reaching out specifically to our Latino community to help increase participation.

Two data points that indicate a high level of family engagement at HTeCV include parent feedback from our recent Youth Truth survey, as well as our family attendance rates at school-wide exhibitions and student-led conferences.

This year, on the HTeCV Youth Truth parent survey, parents indicated feeling strongly that they have opportunities to contribute to helping their school and that parents and family members are included in planning school activities. One striking piece of data that indicates strong family and community member participation at HTeCV, is that we have a nearly 100% attendance rate at student-led conferences and school-wide exhibitions. Parents receive frequent communication at many points throughout the year about the importance of attending these events and, as such, it is part of the school and community culture that parents attend these events.

Conclusion

Please feel free to contact us if there are any questions regarding the HTECV Summary Report.