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## Response from High Tech High Chula Vista

**High Tech High****Report Prepared for California State Board of Education****In reference to: High Tech High 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 High Chula Vista (HTHCV), 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**

The Fall 2017 Dashboard Release for High Tech High Chula Vista indicates opportunities for growth and substantial student achievement in several key areas.

**Opportunities for Growth*****Graduation Rate and College Readiness***

The HTH organization aims to have all students graduate having satisfied the A-G UC requirements, qualifying them to apply to UCs. Working toward this lofty goal of "all," has included work in several avenues.

As always, the heart of the work at HTHCV is to design and facilitate meaningful, hands-on projects throughout 9-12, with a focus (and additional dedicated staff member) on hands-on work and building in 9th grade. HTHCV has been working, as well, on building teacher capacity and familiarity with CCSS and NGSS, so that project designs are informed by rigorous concepts

and content drawn from these standards. At least four HTHCV science teachers have participated in lesson study or other NGSS-specific PD, all math teachers have participated in the Math Agency Improvement Community (MAIC), and five humanities teachers attended PD hosted by Expeditionary Learning (EL education) this winter focused on using rubrics, and models to improve the quality of student work.

HTHCV has also taken a number of steps to reduce the logistical barriers students face in applying to college. These steps include hosting the SAT on campus, offering free SAT tutoring during and after school, hosting multiple family college nights (including a night focused on FAFSA completion), and focusing advisor efforts on supporting students in securing CalGrant funding by the end of their junior year. Additionally, HTHCV students in grade 9-12 visit colleges at least once per year to expose them to the university setting and help them determine the right fit.

Each of these efforts has resulted in increased awareness of college opportunities for students. HTHCV staff has learned that accelerating the timeline regarding the logistics of college applications can positively influence students' college and career aspirations and planning.

To that end, one goal for the coming year is for students to know with more certainty whether they qualify for financial aid awards such as CalGrant *before* they apply to college. This will require students and families to complete the FAFSA several months prior to the March 2 deadline, and it will also require that our college advisors upload GPAs to the CSAC database earlier in the year.

Another promising initiative at HTHCV is the offering of Southwestern "College Bound" courses on our campus this fall. These courses will be taken during 6th period "elective" hour and will enable students to earn college credit and expose themselves to the rigors of college lectures and coursework.

## **Areas of Greatest Progress**

### ***English Learner Outcomes***

Although the number of students is insufficient for reporting on the dashboard, HTHCV English Learner Progress has been significant, the result of efforts that have been evolving over time. Over the past two years, our English Learner Coordinator and Instructional Coach have participated in EL assessments (CELDT, then ELPAC). The insight gained by their participation has enabled them to provide personalized support to students who have challenges developing and using academic language through and in projects. In September 2017, HTHCV held a half-day staff training on classroom practices for Emerging Bilinguals, and in December over ten HTHCV staff participated in a workshop where teachers examined revised project designs in order to take into account the needs and abilities of emerging bilingual students.

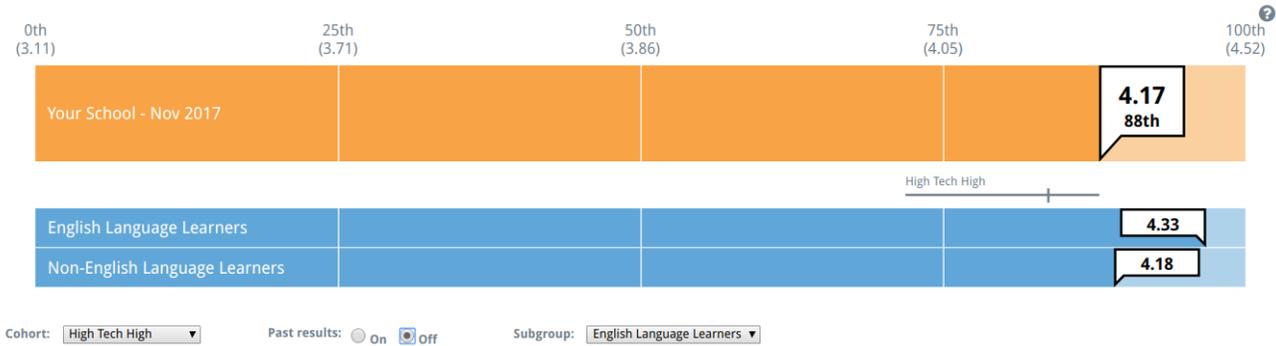
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Additionally, this year a 6th period elective called “Language Ambassadors,” enabled willing Spanish-speaking students (including EL students) to use their language skills as an asset for the school. These students served as translators at Family Bridge events, called EL families to invite them personally to Family Bridge events, participated in tutoring sessions with school personnel, and translated a variety of documents with the goal of helping Spanish-speaking students and families feel welcomed and comfortable in our environment.

Two additional data points from HTHCV student Youth Truth Survey suggest that we are improving our ability to serve English Learners (ELs). The first indicates the degree to which EL students agree that they are challenged by coursework and teachers:

**Academic Rigor Summary Measure**

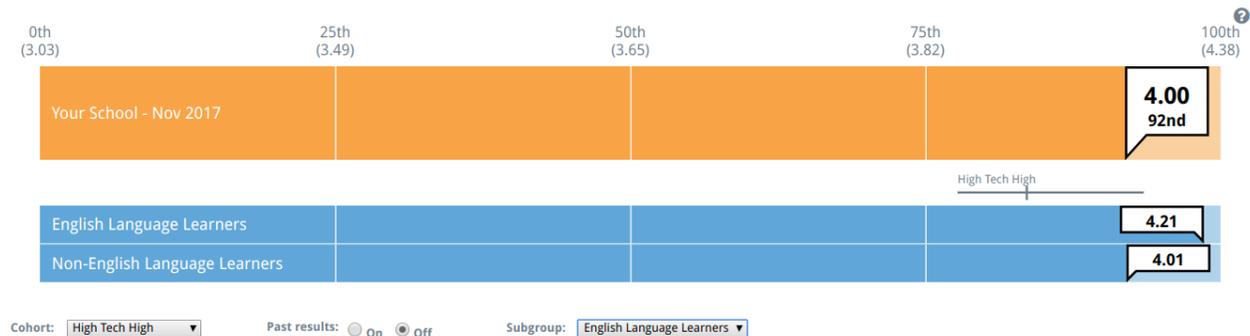
This summary measure describes the degree to which students feel they are challenged by their coursework and teachers.



The next relates to the degree to which EL students are engaged in their learning at HTHCV:

**Student Engagement Summary Measure**

This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



**Section 2**  
**School Reflections on Element Two:**  
**Measurable Pupil Outcomes**

HTHCV regularly monitors additional data regarding measurable student outcomes as laid out in the school’s LCAP.

**Opportunities for Growth**

***MATH Test Scores***

HTHCV students have made some progress on CAASPP achievement in math, but more progress needs to be made. This past spring 42% of HTHCV’s socio-economically disadvantaged students “Have not Met” the CAASPP math standard. This is a significant improvement over the 52% in that category in 2016.

Several promising practices have supported this positive trend, and HTHCV will continue these practices:

- Regular CAASPP math practice problems in 11th and 10th grade
- Build teacher capacity in complex instruction and mathematical mindsets

In terms of teacher capacity, HTH’s Center for Research on Equity and Innovation (CREI) has enabled each HTHCV math teacher to participate in the Math Agency Improvement Community (MAIC), a group that convenes to share best practices and divides into small groups to focus on lesson planning and delivery. HTHCV math teachers are eager to continue that work next year.

It should be noted that our 2017 scores do not look unfavorable compared to the state and the nearby district:

<b>ELA</b>	<b>Nearly Met, Met, or Exceed (combined)</b>		<b>Math</b>	<b>Nearly, Met, or Exceed (combined)</b>
HTHCV	92%		HTHCV	61%
Sweetwater High School District	78%		Sweetwater High School District	60%
State	71%		State	64%

The focus (through MAIC) on student-centered instruction has been effective in supporting HTHCV math teacher development, but an ongoing challenge is the need for teachers to both

develop a curriculum and then implement it. Going forward, HTHCV hopes to find ways to reduce the amount of time math teachers must focus on curriculum development, so they can spend more time on how to facilitate and deliver effective instruction. HTH is currently developing a resource that will support in this effort: <https://hthmath.wixsite.com/hthmath>.

## **Significant Achievements**

### ***College Readiness***

All students who graduated from HTHCV in June 2017 earned an A-G diploma. Ongoing work at HTHCV regarding college preparedness and a college-going culture enables the to engage all students in learning.

HTHCV maintains a focus on designing and facilitating authentic, hands-on projects in all grades, with an additional focus in 9th grade on building, art, and hands-on work, which requires an additional staff member who works with all three teams. As noted above, HTHCV has also been tapping into individual teacher expertise and professional development opportunities in the areas of NGSS and CCSS to provide guidance on project designs.

HTHCV has also increased the number of academic coaches who serve students in classrooms. These coaches offer personalized support to students with learning disabilities and students in the broader population, and they have recently been receiving training that enables them to run small reading groups and discussion groups. These coaches benefit students directly, and also provide teachers with more time to offer personalized support for other students.

Finally, HTHCV has been tapping into the CREI's efforts to build teacher capacity in student-centered instruction. The MAIC, Literacy Collaborative, and NGSS groups have all been observing and tuning lessons to ensure equity and student achievement. A more comprehensive picture of [HTHCV staff development is available here](#).

### ***School Culture***

HTHCV Fall 2017 Youth Truth Student Survey scores as follows (percentiles are of all schools surveyed):

***Student Engagement: 92nd***  
***Relationship with Teachers: 94th***  
***Relationship with Peers: 100th***  
***School Culture: 96th***

These percentiles are representative of the work HTHCV staff and students engage in to cultivate an equitable learning environment for. HTHCV core cultural practices include valuing all voices and viewpoints, and observing norms of kindness and respect in all settings.

HTHCV faculty and staff also strives to create an inclusive environment where families are invited and encouraged to participate in their student's education at key points in the semester. These key points include: student-led conferences, where students share work in progress and strengths and growth areas; and presentations of learning, where students reflect on learning

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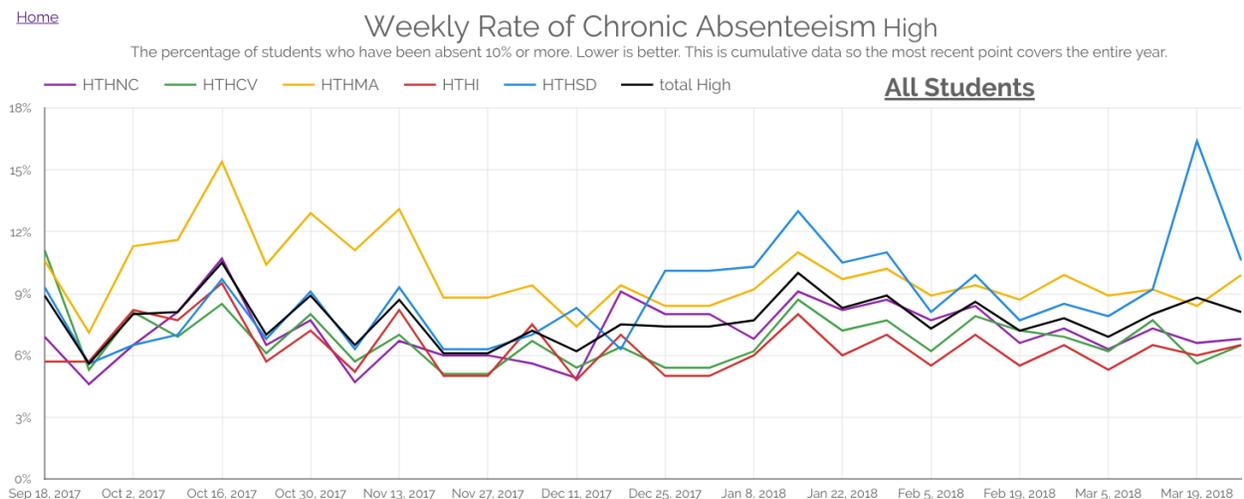
and growth and share completed work. This fall, HTHCV had 99% family attendance at student-led conferences and 99% family attendance at presentations of learning. These small, student-focused, group events provide families with opportunities to celebrate their student's growth, ask questions, and gain an understanding of how HTHCV is supporting the development, achievement, and growth of students.

**Section 3**  
**School Reflections on Element Three:**  
**Method for Measuring Pupil Outcomes**

**Area of Greatest Growth**  
**Chronic absenteeism**

HTHCV's chronic absenteeism peaked in 2012 at 21% and has been steadily declining since that time. As of March 19, 2018, the rate of chronic absenteeism is 5.6%, with reason to believe that 17-18 will end in the 8% range. So although the dashboard indicates this is a problem area, HTHCV has acknowledged it and has been making progress in improving this measure.

In attempting to address this challenge, HTHCV faculty and staff have learned that many students have siblings who attend schools in the South Bay area of San Diego, whose calendars differ from ours. We have had to educate HTHCV families on why HTHCV coordinates calendars with the other HTH schools and HTHCV has also worked with HTeCV and HTMCV to sync our calendars as much as possible. Additionally, our interventions of regular letters home and mandatory meetings triggered by certain numbers of absences or tardies have proven effective in moving us toward lower rates of chronic absenteeism. This trend has been promising, and our chronic absenteeism rate as of 3/22/2018 was down to 6.5%:



**Opportunity for Growth:*****Math CAASPP scores***

As noted above, math CAASPP scores are an opportunity for growth for HTHCV. A trend in the positive direction is that 45% of HTHCV 11th grade students scored in the “Not Met” category in the 15-16 Math CAASPP, while that number shrunk to 38% in 16-17.

As noted above, HTHCV intends to focus on student-centered mathematics instruction through professional development (MAIC and other opportunities) and to carve out time for curriculum development in order to support math teachers in raising student achievement and continuing to foster an academic mindset for students across all subgroups.

**Conclusion**

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