

This document was provided, as is, to the California Department of Education (CDE) by **High Tech Elementary North County**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

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

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding HighTech Elementary North County (HTENC) 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 California Fall 2017 Dashboard for HTeNC indicates positive change for each measurable goal including suspension rate, English learning progress, English language arts, and mathematics. For example, HTeNC suspension rates decreased significantly and the reclassification rate of English Learners showed an increase of nearly 12%. While we have significantly improved in ELA and Math, we recognize an opportunity to continue to improve.

**Greatest Opportunities for Growth*****Mathematics Achievement***

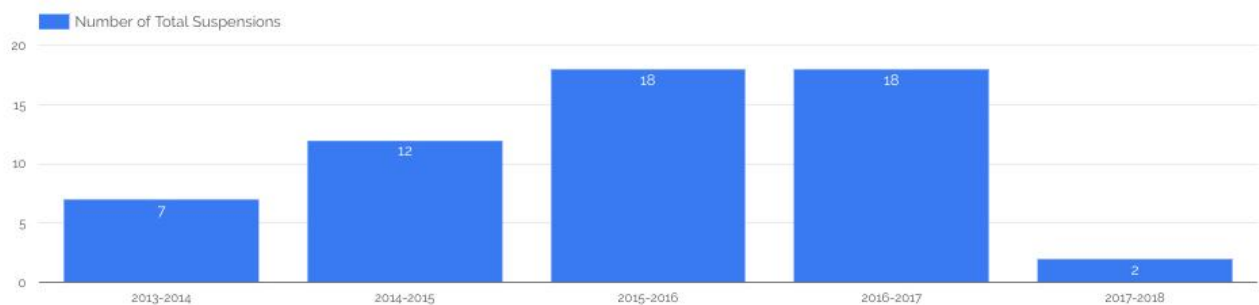
While the HTeNC dashboard showed that math scores "increased significantly" last year amongst all subgroups, HTeNC believes math achievement could improve further. This year, to that end, we have partnered with elementary math expert, Dr. Stephanie Smith, who has trained our staff in the use of the Cognitively Guided Instruction approach to math education and with whom we have contracted 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. HTeNC 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. HTeNC intends to carefully analyze 17/18 SBAC data to determine the extent to which these instructional strategies are leading to additional mathematics growth and next steps.

## Areas of Greatest Progress

### ***Suspension Rate***

HTEnc celebrates the overall decrease in suspension rates on the dashboard while recognizing an increase in the number of special education students who were suspended. HTEnc has hired a Student Support Coordinator who works closely with the campus school psychologist to best meet the social emotional needs of students and families. In addition, the Student Support Coordinator trains our aftercare staff and academic coaches to use restorative practices in their interactions with students. HTEnc believes this emphasis on better addressing the social emotional needs of students and using restorative practices led to this reduction in the suspension rate. HTEnc suspension data for the current school year shows a further decline in suspension as compared to the same date last year. As of March 2018, only two HTEnc students had been suspended as depicted below.

Total number of suspensions each year.



To further support students with disabilities, HTEnc hired two additional experienced inclusion specialists to work with HTEnc students with IEPs. These specialists also work with our SELPA counseling service personnel to better identify students who might need additional mental health services. In addition to mental health support, inclusion specialists and teachers have been trained in Crisis Prevention Intervention (CPI) to help establish best practices and behavior management methods that focus on prevention.

## Section 2

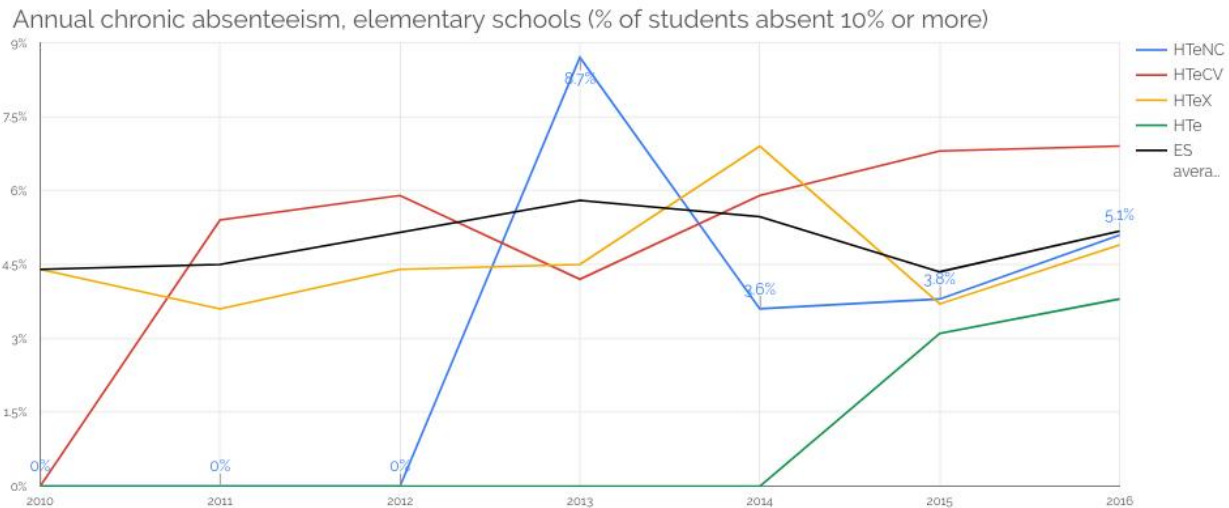
### School Reflections on Element Two: Measurable Pupil Outcomes

#### 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 HTEnc. HTEnc 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. Starting during the 14/15 school year HTEnc has seen a decrease in the rate of chronic absenteeism as

compared to the 13/14 school year. HTeNC recognizes an increase in the chronic absenteeism rate from the 15/16 to 16/17 school year. As a result, HTeNC is implementing several structures to better communicate with families about attendance described below with the goal of further reducing the rate of chronic absenteeism.



HTeNC teachers and administration have adopted a routine to better reach out to families who are chronically absent. Personal letters and phone calls are made to families who miss too many days of school. The HTeNC student support coordinator and family outreach coordinator reach out to families to learn more about individual circumstances that may be negatively impacting their children from attending school regularly. HTeNC plans to closely monitor the rate of students chronically absent and potentially adopt practices from other High Tech High elementary schools that have resulted in further reductions in the rate of chronic absenteeism.

### Area of Greatest Progress

#### Literacy Achievement

For the past two years, HTeNC has focused on improving our literacy instruction at HTeNC. HTeNC has invested in curriculum resources and professional development to support these efforts. HTeNC teachers have participated in professional development focused on improving literacy instruction provided by Teachers College, LLI, Wilson Foundations, and Center for Equity and Innovation at High Tech High.

Kindergarten and First grade classrooms have implemented Wilson Foundations lessons in their classrooms. Teachers complete frequent unit assessments every two to four weeks which provide information about reteaching opportunities in one on one settings and in small groups. Foundations provides a thorough scope and sequence and assessment materials for teachers to follow. Assessment tools enable teachers to target student needs and track progress.

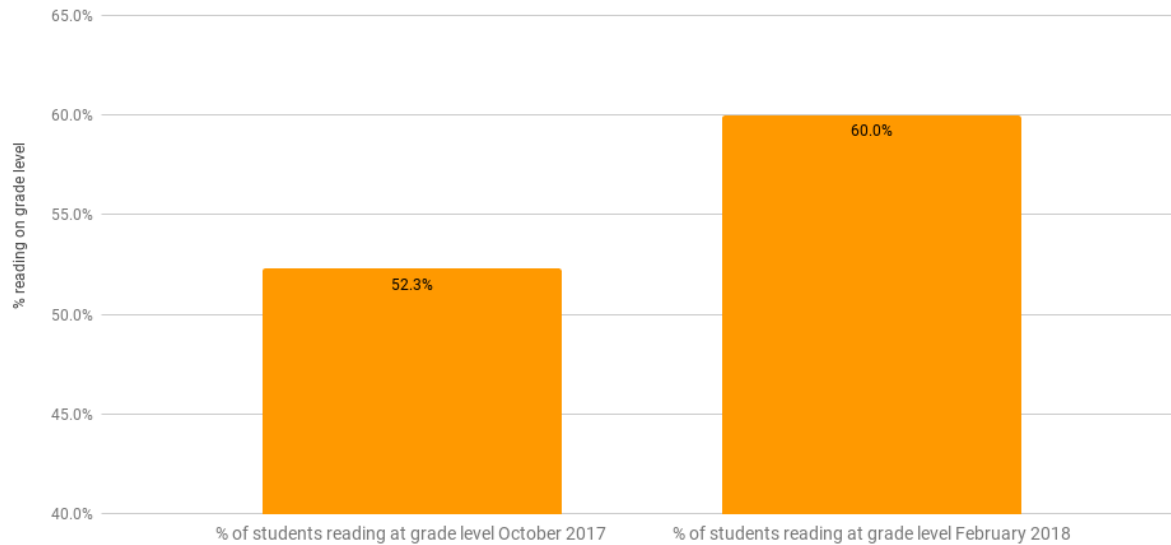
Kindergarten through Fifth grade teachers attended the Teachers College Reading College training at Columbia University and at the HTH summer program here in San Diego. Teachers have implemented the Units of Study for Teaching Reading framework in order to introduce comprehensive reading and thinking skills in the classroom. The Units of Study support explicit instruction in reading skills and strategies and include assessments to help teachers monitor progress and set goals in their classrooms. This curriculum has also been integrated into projects guiding teachers to lead workshop teaching with well-designed resources.

In order to support students lagging in reading skills and learning English as a second language, we invested in the Leveled Literacy Intervention curriculum created by Fountas and Pinnell (F and P). Using assessment data, teachers have implemented an RTI approach to support all readers. Students enjoy the quality of the books in this intervention program and are making significant progress.

In order to support families, HTeNC has hosted Family Education Nights and invested in high quality classroom libraries to provide resources to parents and students alike.

As we have implemented a variety of improvements in literacy instruction, we collect assessment data using the F and P benchmark assessments in addition to running records and unit assessments using the Wilson Foundations program. This focus on literacy appears to be leading to increases in the percentage of 2nd grade HTeNC students reading on grade level between the October 2017 F and P assessment and the February 2018 F and P assessment. In addition, students receiving a targeted literacy intervention like Foundations or LLI recorded more average units of growth between the October 2017 F and P assessment and the February 2018 F and P as compared to students not receiving a literacy intervention.

Increase in HTeNC 2nd Graders Reading on Grade Level Fall to Winter Assessment 17/18 (F and P)



### Section 3

#### School Reflections on Element Three: Method for Measuring Pupil Outcomes

##### Greatest Opportunity for Growth

##### ***Provide Additional Social Emotional Support for Struggling Students***

HTeNC recognizes an opportunity to better meet the social emotional need of struggling students. Toward this goal, HTeNC has partnered with Dr. Ross Green and staff members have received intensive training in the technique of Collaborative Problem Solving (CPS). To implement the CPS model HTeNC has hired a dedicated student support coordinator with relevant social work training. One element of the CPS model at HTeNC the coordinator has helped develop is social thinking lessons both in classrooms and with small groups of students. In addition, the Student Support Coordinator works closely with our north county school psychologist and counselors to determine strategies to meet the individual social emotional needs of HTeNC students.

Part of the CPS process is the implementation of a tool called the ALSUP (Assessment of Lagging Skills and Unsolved Problems) and a conversation called a Plan B, in which our student support coordinator and his trainer facilitate a conversation between the struggling student and teachers of record. This year at HTeNC, 15 students have participated in the program, having repeated Plan B meetings and check-ins.

As a result, we have noticed :

- increased student participation and significantly less negative student behavior (tantrums, avoidance of work, etc).
- Fewer suspensions this year.
- 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

Through this process we have 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. Our hopes for next year include training interested teachers in CPS and using this process as a complementary addition to the existing HTeNC SST process. HTeNC would also like to bring parents into the process so that they can use the Collaborative Problem Solving strategies at home.

### **Areas of Greatest Progress**

#### ***Family Engagement***

One of HTeNC'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. HTeNC 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 HTeNC.

In order to maintain a high level of participation at school events like exhibition and student-led conferences we hired a bilingual Family Outreach Coordinator two years ago. This coordinator has been instrumental to the founding of Padres Unidos a K-12 parent involvement and education group which has deepened the participation and engagement of families at HTeNC. This has been accomplished by organizing events that engage all families, and reaching out specifically to our Latino community to help increase participation. As a result, HTeNC has consistently seen a nearly 100% turnout at both Student-Led Conferences (SLCs) and Exhibition. 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.

HTeNC plans to administer the Youth Truth Family Survey in June to more deeply understand ways in which families are engaging with HTeNC and opportunities to more meaningfully involve families at HTeNC in the future. HteNC will analyze this feedback from families to plan additional steps to create additional engagement with HteNC families.

### **Conclusion**

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