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**High Tech High****Report Prepared for California State Board of Education****In reference: High Tech Elementary North County****Submission Date: May 29, 2020**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary North County (HTeNC) in response to the requested inquiries in support of the State Board of Education's Annual Academic Memo. Specifically, this report addresses: A summary of ways in which the school's 2019/2020 LCAP seeks to improve performance overall, for specific sub groups, and for areas of decline.

HTeNC is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 2018/2019 school year were **growth in student outcomes on the English Language Arts and Mathematics CAASPP**. Areas of focus during the 2018/2019 school year were in ELA and mathematics achievement.

**Greatest Opportunities for Continued Growth: *Math Achievement & English Language Arts Achievement*****Math Achievement**

HTeNC's dashboard indicator for mathematics is currently green. We note that students designated as English learners are orange, while hispanic and socioeconomically disadvantaged students are indicated as yellow. HTeNC staff recognizes these growth areas and is committed to improving math achievement for these particular students. In alignment with HTeNC's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTeNC is engaging in several initiatives. These include:

- Professional Development:
  - Year-long mathematical professional development for all teachers including continued collaboration with Dr. Stephanie Smith and Dr. Debra Fuentes who have trained staff in the use of the Cognitively Guided Instruction approach to math education
  - Trained teachers in Project GLAD to support English learners, hispanic and socioeconomically disadvantaged students
  - Mathematical Agency Improvement Collaborative (MAIC): MAIC has held three professional learning sessions this year in addition to lesson studios happening throughout the year. Ten teachers at HTeNC participate in this group, taking the knowledge back to the rest of the staff for Professional Development

- Curriculum:
  - Teachers have implemented a more comprehensive scope and sequence including math curriculum (TERC and Context For Learning)
  - Integrated Project GLAD strategies into mathematics instruction
  - Implemented school wide mathematics assessment three times per year
  - We have made a concerted effort to focus on acquisition of Mathematical Academic Vocabulary for English Learners and others in our classrooms. Teachers at HTeNC regularly implement strategies from Project GLAD (a standards based instructional model) so that more students have access to the problem based focus of CGI instruction.
- Collaborative Planning:
  - Teachers work collaboratively each week to plan mathematics instruction, with a goal of implementing best practices to meet the needs of the diverse learners at HTeNC
  - Lesson Studios: HTeNC 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 support working together to solve shared problems of practice
- Multi-Tiered Systems of Support:
  - In order to continue to support struggling students, HTeNC has created a multi-tiered system of support based on individual learner's academic, social, and behavioral needs.
  - Staff track progress of students in a comprehensive SST process and collaboratively design programs to meet the diverse needs of HTeNC students
  - In addition, HTeNC has started instruction with a math intervention program (Marilyn Burns' *Do The Math and NZ Maths*), for tier 2 and 3 intervention

### **English Language Arts Achievement**

HTeNC's dashboard indicator for English Language Arts is currently green. This is an improvement from last year's yellow designation. We note however that students designated as English learners, hispanic and socioeconomically disadvantaged are indicated as yellow. However, all three of these subgroups improved approximately 20 points from the previous year. For the past three years, HTeNC has focused on improving literacy instruction. HTeNC staff recognizes the need for continued growth in this area and is committed to continuing to improve achievement in English Language Arts. In alignment with HTeNC's LCAP goal to **Improve Student-Centered Instruction** (including instruction in literacy), HTeNC is engaging in several initiatives. These include:

- Professional Development:
  - Teachers College Reading & Writing Institute at Columbia University
  - Fountas & Pinnell Leveled Literacy Intervention
  - Center for Equity & Innovation at HTH
  - Wilson Reading Program Training
  - Lindamood Bell Training
  - Structured Literacy Training including dyslexia therapy
- Curriculum:
  - Daily Wilson Foundations lesson in K, 1st, and 2nd grade classrooms
  - Units of Study for Teaching Writing, all grades
  - Units of Study for Teaching Reading, all grades
  - Wilson Just Words, Lindamood Bell Seeing Stars intervention
- Assessment Process:
  - HTeNC Students are assessed four times a year in reading, writing, and mathematics
  - Teachers meet four times a year to look at student data and create tier two and tier three support/intervention plans where needed
  - Invested in Fountas and Pinnell Leveled Literacy Intervention curriculum and grade levels pull small groups to receive supplemental literacy instruction.
- Interventions:
  - Additional literacy staff members hired to work with individual students and small groups of students to provide structured literacy instruction when regular assessments reveal that students are struggling
  - Additional staff members hired to work with individual students and small groups of students to provide mathematics interventions when regular assessments reveal that students are struggling

### **Suspension Rate and Chronic Absenteeism**

HTeNC's Dashboard indicator for suspension rate and chronic absenteeism are both currently orange. HTeNC has invested in curriculum resources and professional development to support lowering our suspension rate and improving our chronic absenteeism numbers. HTeNC staff recognizes the need for continued growth in these areas. In order to achieve this, HTeNC has implemented Positive Discipline curriculum in all classrooms and in aftercare. All staff are trained in positive school discipline which is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. Schools that take this approach promote positive student behavior while preventing negative and risky behaviors.

**High Tech High**  
**Report Prepared for California State Board of Education**  
**SBE Academic Memo COVID Addendum**  
**In reference: High Tech Elementary North County**  
**Submission Date: October 8, 2020**

**Summary:**

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech North County (HTeNC). The Report is an addendum to the 2019-20 Academic Memo, addressing the school's response to COVID-19.

**1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

HTeNC began the 2020-21 school year with a distance learning model for all students. The model is designed to ensure instructional continuity for pupils as a transition between in-person instruction and distance learning is necessary. Distance learning will include daily, live, synchronous instruction for all students in addition to asynchronous activities and assignments that students will complete each day. Distance learning will also include opportunities for students to meet (virtually) in small groups to collaborate with peers and develop and strengthen peer to peer relationships. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of: kindergarten = 180 minutes, grades 1-3 = 230 minutes, grades 4-12 = 240 minutes.

Teachers will design learning experiences that align to common core and state standards, and are consistent with High Tech High's design principles of: equity, personalization, authentic work, and collaborative design .

- Equity
  - Students will engage in distance-learning coursework through integrated classes where teachers differentiate instruction to provide access and challenge to all students
  - Opportunities for students to communicate with a teacher or academic coach during asynchronous work time
  - Targeted supports for English Learners and special education students
- Personalization
  - Provide opportunities for students to connect with teachers and advisors
  - Provide opportunities for students to connect with each other, both academically and socially
  - Weekly communication with students and families regarding class schedules, assignments, and expectations
  - Weekly feedback to students and families about student progress, including intervention if necessary
- Authentic Work
  - Limit screen and Zoom time by supporting students in engaging in authentic, hands-on project based learning

- Opportunities for students to develop and practice foundational skills within the context of authentic project based learning
- Collaborative Design
  - Multiple opportunities each week for teaching teams or grade level teams to collaborate on instructional planning
  - Teachers soliciting feedback from students on a regular basis (at least once per week) to learn about distance learning successes and challenges
  - Schools soliciting feedback from families on a regular basis to learn about distance learning successes and challenges

**2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.**

The school has collected data from all families via Google Form and phone calls in the family's home language in order to identify families in need of Internet access and/or a keyboard-enabled device. Based on this data, the school has distributed HTH-owned Chromebooks to all students in need. The school has also distributed Internet hot spots to all students who request them. The school has also connected families to local service providers offering low-cost or free service. Additionally, school staff will continue to reach out to families if students are not participating in distance learning synchronous classes and/or not submitting schoolwork to determine whether access to technology is a factor in the low participation rate for that student. If it is determined to be a factor, school staff will coordinate Chromebook pick-up or drop-off for that family.

HTH IT staff are available to support families with troubleshooting both hardware questions and to provide support with online learning platforms that students are using for instruction. Families may contact HTH IT support through an online form or by phone, and some technology support is also available in-person at the school site.

**3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years with consideration to the charter's demographics and grade levels served.**

The school will address learning loss through synchronous and asynchronous tiered instruction in the distance learning model.

During Tier 1 synchronous instruction, students will engage in standards-aligned instruction focused on key skills and concepts for that grade level. In Tier 2 synchronous instruction, students will work in small groups with their peers on targeted skills. In Tier 3 synchronous instruction, students will work one-on-one with a school staff member, and the instruction will focus on specific skills that students need support with. The Tier 2 small groups and Tier 3 one-on-one sessions may include focused supports for English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. The small group and individual instruction will also be provided to pupils who have significant learning loss as a result of COVID-19. Small group instruction and one-on-one instruction may be facilitated by classroom teachers, education specialists, EL coordinators, and academic coaches.

During asynchronous instruction, teachers will differentiate assignments for students based on their levels in order to provide challenge for some students and additional supports for other students.

**4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.**

High Tech High has a dedicated mental health and wellness team comprised of eight School Psychologists, two Lead Mental Health Supervisors, ten licensed associate clinicians, and four mental health trainees. In addition, most campuses have deans who support social-emotional learning and some campuses have student support coordinators. These teams of professionals work in collaboration with one another to build systems of care for students, families, and teachers. Before school started, this looked like many hours of planning and preparing on how to reach each student and conduct empathy interviews in order to evaluate the needs of each child and family. This also included training on trauma-informed practices for teachers and what to look out for in students and how to refer them for support. As the year continues, these teams will begin to implement whole school SEL lessons and curriculum, offer wellness checks in and clubs, offer training and support for staff and parents, as well as a referral system for students who may require more intensive support and therapy. Bi-monthly consultation meetings with these teams will occur all year to track students and discuss whole school SEL and MH supports. Additionally, each School Psychologist has created Wellness Website with resources for parents, teachers, and students to access.

**5. A description of how the charter school will address the anticipated apportionment deferrals.**

We expect to meet our financial needs during the deferral period by accessing school reserve funds and/or the 15 million dollar line of credit with City National Bank as needed.