California Department of Education
Charter Schools Division
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Attachment 14

# High Tech High North CountyAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 1420 West San Marcos Blvd., San Marcos, CA 92078-4017
2. **Located in District:** San Marcos Unified School District
3. **Website Address:** www.hightechhigh.org
4. **County-District-School (CDS) Code:** 37764710138776
5. **Charter Number:** 756
6. **Current Charter Term Start Date:** 07/01/2017
7. **Current Charter Term End Date:** 06/30/2025
8. **School Description:** Developed by a coalition of San Diego civic leaders and educators, High Tech High (HTH) opened in September 2000 as a small public charter school with plans to serve approximately 450 students. HTH has evolved into an integrated network of 13 charter schools spanning grades kindergarten through grade twelve across three campuses, including nine schools under High Tech High’s Statewide Benefit Charter (HTH SBC) and several well-developed programs serving teachers and students across the state of California. All HTH schools, whether at the elementary, middle, or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship.
9. **Grade Levels Served:** Grade Nine through Grade Twelve
10. **2022–23 Enrollment:** 418
11. **Instruction Type:** Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 6.5% | 13.4% |
| Foster Youth | Not Listed | 0.2% |
| Homeless | 0.2% | 1.6% |
| Socioeconomically Disadvantaged | 40.4% | 38.4% |
| Students with Disabilities | 18.7% | 14.0% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 1.9% | 0.0% |
| American Indian | 0.7% | 1.3% |
| Asian | 3.1% | 5.8% |
| Filipino | 0.7% | 2.2% |
| Hispanic | 51.0% | 45.4% |
| Pacific Islander | 0.5% | 0.3% |
| Two or More Races | 8.1% | 6.0% |
| White | 34.0% | 38.9% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | N/A | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Orange4.0% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Performance ColorLess than 11 students | **Yellow**48.7% making progress |
| **Graduation Rate** | Blue97.9% graduated | **Orange**86.4% graduated |
| **College/Career** | Medium54.3% prepared | **Medium**43.9% prepared |
| **English Language Arts** | Blue69.4 points above standard | **Orange**13.6 points below standard |
| **Mathematics** | Green41.8 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=76471-0114694&lstSchool=0114694.

## Section 3. Areas of Greatest Progress and Need

### Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.

The school’s areas of greatest progress (aligned to LCAP goals) include:

Student Achievement in English Language Arts (LCAP goal #2: Improve student centered instruction)

Graduation Rate (LCAP goal #5: Ensure college access and persistence)

### What internal assessments (not CAASPP) are being used to demonstrate the School’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

NWEA MAP Reading and Mathematics Assessment. NWEA MAP is on the approved verified data list.

### Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.

The school's areas of greatest need (aligned to LCAP goals) include:

1. Student Achievement in Mathematics (LCAP goal #2: Improve student centered instruction)

School Performance Level: Green, 41.8 points below standard. This is an increase of

20.8 points since the previous year. Subgroup Performance Levels:

The mathematics performance level for Hispanic students is: Yellow, 74 points below standard. This is an increase of 15.2 points from the prior year.

The mathematics performance level for Socioeconomically Disadvantaged students is: Yellow, 68.4 points below standard. This is an increase of 35.2 points from the prior year.

2. Suspension Rates (aligned to LCAP goal #3: Nurture a culture of belonging)

School Performance Level: Orange, 4.0% suspended ast least one day. This is an increase of 0.3% from the prior year.

Subgroup Performance Levels:

The suspension rate for Hispanic students is: Orange, 5.5% suspended at least one day. This is an increase of 1.1% from the prior year.

The suspension rate for Socioeconomically Disadvantaged students is: Orange, 6.4% suspended at least one day. This is an increase of 1.6% from the prior year.

### How is the School addressing these areas of need? Include references to student groups.

The school is taking the following actions to address these areas of need:

1. Student Achievement in Mathematics (LCAP goal #2: Improve student centered instruction)

- HTHNC has implemented a math and writing center which provides math tutoring and support for students.

- HTHNC has implemented Academic Seminar which provides each grade level access to academic success courses 3 days per week.

- HTHNC implemented instructional observation arc cycles designed to support the growth and improvement of our teachers across all content areas.

- HTHNC implemented a math 110 college course option with weekly support courses for all enrolled students.

- HTHNC veteran math teacher is working with HTH’s Math Design Team which has been charged with developing and leading professional development (workshops, lesson studies, observations, and the like) for HTH teachers of mathematics.

2. Suspension Rates (aligned to LCAP goal #3: Nurture a culture of belonging)

- Provided staff with professional development facilitated by Ashanti Branch and Everforward, designed to help our team better engage students who may be struggling to feel a sense of belonging and/or responsibility to our community norms.

- Provided professional development for staff on restorative practices during our August staff days. We also provided each staff member with a copy of Beyond the Surface of Restorative Practices to engage in small group professional development throughout the year around building a culture of equity, connection, and healing.

- Implemented Saturday school and we are working with Education Life Skills, an evidence based, online program that offers specialized and individualized courses that supplement our school-based efforts to teach and promote self- reflection as a means to strengthen social-emotional and life skills critical to school and life success.

## Section 4. Summary of Performance on Measurable Pupil Outcomes

### Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.

NWEA MAP Assessments

Reading: Students were in the 57th percentile for growth from fall 2022-fall 2023 Mathematics: Students were in the 62nd percentile for growth from fall 2022-fall 2023

CAASPP

ELA: Blue, 69.4 points above standard Mathematics: Green, 41.8 points below standard

Suspension rates

Orange: 4.0% suspended at least one day

Student led Conferences: All students have participated in two student led conferences during the 2023-24 school year.

## Section 5. Local Control and Accountability Plan Progress

### Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.

Each of the school’s LCAP goals are listed below, with current data related to measuring and reporting results for the goals. The data shows that the school is on track to meet the desired outcomes for goals 1, and 4, and 5. The data shows that the school needs to continue to focus on improving student centered instruction in order to improve student achievement in mathematics. The school also needs to continue to focus on decreasing suspension rates to improve the culture of belonging.

Goal 1: Ensure High Quality Work:

Project Exhibitions: The school has engaged in student project exhibitions that include evidence of reading, writing or mathematical reasoning skills aligned with CCSS. 95% of projects include that evidence.

YouthTruth Survey Results:

88% of families responded positively to the prompt: I believe in my school’s mission.

84% of families responded positively to the prompt: I would recommend my school to parents seeking a school for their child

Goal 2: Improve Student Centered Instruction

EL Reclassification Status Indicator (CA Dashboard): No performance color, Fewer than 11 students.

ELA CA Dashboard Status: Blue, 69.4 points above standard

Math CA Dashboard Status: Green, 41.8 points below standard Goal 3: Nurture a Culture of Belonging

Rate of Chronic Absenteeism: N/A

Suspension Rate: Orange, 4.0% students suspended at least one day

Suspension Rate SED Students: Green, 6.4% students suspended at least one day Goal 4: Improve Support for Struggling Students

YouthTruth Survey Results:

90% of families responded positively to the prompt: I feel comfortable approaching teachers about my child’s progress.

Goal 5: Ensure College Access and Persistence Percentage of students in A-G approved coursework: 95% Percentage of students seamlessly enrolling in college: 96%

Percentage of students seamlessly enrolling in 4-year college: 70% Percentage of students completing FAFSA: 91%

HTH anticipated six year college graduation rate (from NSC): 47%

### Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.

The school is making the following efforts to increase community input on the LCAP goals, actions, and expenditures:

- Offering multiple opportunities for parents and families to provide input

- Combining parent and family LCAP input sessions with other school events, when parents and families are already on site

- Soliciting input from staff during a regularly scheduled staff meeting

- Convening student groups to provide input