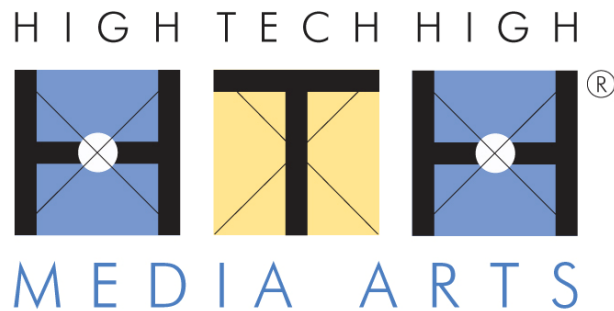


Executive Summary School Accountability Report Card, 2005-2006



Address: 2230 Truxton Road, San Diego, CA 92106
Principal: Ted Cuevas

Phone: 619.398.8621
Grade Span: 9-10

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

High Tech High Media Arts Media Arts the third high school created by the replication efforts of High Tech High Media Arts's charter management organization is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science, engineering and multimedia. High Tech High Media Arts Media Arts is a small, diverse learning community with a current enrollment of 169 students. HTHMA is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High Media Arts Media Arts is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society.

Student Enrollment

Group	Enrollment
Number of students	169
African American	7.3%
American Indian or Alaska Native	1.2%
Asian	2.4%
Filipino	3.7%
Hispanic or Latino	29.9%
Pacific Islander	1.2%
White (not Hispanic)	54.3%
Multiple or No Response	0%
Socioeconomically Disadvantaged	24%
English Learners	3%
Students with Disabilities	7%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

HTHMA employs a full time Director of facilities who inspects the school premises on a weekly basis. Maintenance and renovation plans and timelines have been created to ensure that the school facility is in good condition.

Repairs Needed

No major repairs are needed. Carpets have been replaced due to flooding from a day of torrential rains.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	33%
Mathematics	12%
Science	7%
History-Social Science	17%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7776

Academic Progress

Indicator	Result
2006 API Growth Score (from 2005 API Growth Report)	750
Statewide Rank (from 2005 API Base Report)	8
2006-07 Program Improvement Status	n/a

School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	High Tech High Media Arts Media Arts	District Name	San Diego Unified
Principal	Ted Cuevas	Superintendent	Carl Cohn
Street	2230 Truxton Road	Street	4100 Normal St
City, State, Zip	San Diego, CA 92106-6025	City, State, Zip	San Diego, Ca, 92103
Phone Number	(619) 398-8621	Phone Number	619-725-8000
Fax Number	(619) 224-1198	Fax Number	619-291-7182
Web Site	www.hightechhigh.org	Web Site	www.sandi.net
E-mail Address	tcuevas@hightechhigh.org	E-mail Address	sbumia@hightechhigh.org
CDS Code	37-68338-0108787	SARC Contact	Simi Bumia

School Description and Mission Statement

This section provides information about the school's goals and programs.

High Tech High Media Arts Media Arts is a school serving approximately 170 students in grades 9-10 at HTHMA Village in San Diego. Founded in the fall of 2005, the school implements all HTHMA design principles and features a focus on multi-media and communications. HTHMA is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High Media Arts Media Arts is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

High Tech High Media Arts Media Arts Parent Association has been since it's formative days and has been instrumental in improving communication with parents and getting more parents involved in making decisions that positively affect student learning outcomes. The Parent Association holds monthly meetings second Thursday of each month at the school site. Parents have an active voice at the school, and ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs by way of a grant program, foster a positive social environment for students from all communities, and communicate to all members of the HTHMA community on an on- going basis to discuss student achievement. HTHMA parent also communicate via e-newsletter and weekly news blast to HTHMA parent, students, and teachers. The parent website can be found at www.parentpage.org

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	99
Grade 3		Grade 10	66
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	165

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7.3%	White (not Hispanic)	54.3%
American Indian or Alaska Native	1.2%	Multiple or No Response	0%
Asian	2.4%	Socioeconomically Disadvantaged	24%
Filipino	3.7%	English Learners	3%
Hispanic or Latino	29.9%	Students with Disabilities	7%
Pacific Islander	1.2%	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			Avg. Class Size	2004-05			Avg. Class Size	2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English								18	2					
Mathematics								18	2					
Science								18	2					
Social Science								18	2					

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

High Tech High Media Arts Media Arts updates its safety practices yearly and the safety plan is on file at the front desk and in each classroom. All students practice evacuation procedures multiple times each year. School evacuation maps are strategically located throughout the school. The safety plan includes addresses prevention, response, and recovery related to emergencies.

Prevention: Prevention programs are the first component in an integrated school safety plan. The purpose of the program is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. High Tech High Media Arts Media Art's primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans in place to insure an effective response. HTHMA school will minimize the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTHMA is prepared to assist students and staff in their emotional recovery from an emergency or disaster. Recovery procedures are practiced and discussed regularly throughout the school year.

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Suspensions and Expulsions

High Tech High Media Arts combats the alienation of adolescence and the anonymity of most urban high schools with a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. High Tech High Media Arts has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at High Tech High Media Arts is 19:1, and each student has an advisor who remains constant throughout the four years of school. High Tech High Media Arts' curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers. High Tech High Media Arts believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

High Tech High Media Arts will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, offer or being under the influence of any controlled substance, alcoholic beverage or any intoxicant.
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.

A student suspension or expulsion may only be applied with the approval of the Site Director.

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions			14	13,157	12,174	14,101
Expulsions			0	354	429	545

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

High Tech High Media Arts' facilities are unique among high schools. High Tech High Media Arts on the 3rd floor of a 30,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 2004, including a new roof, skylights, trusses, windows, floor, and mechanical systems. The school now has 12 classrooms and labs, and a conference room equipped with a video conferencing capabilities.

High Tech High Media Arts shares a common lunch area with the surrounding High Tech High schools as well as the green area where students participate in sport activities. Maintenance of the common outdoor space occurs daily and

all students rotate and participate in an after lunch outdoor clean up.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		New grass was put in over the summer in our greens area.
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential			5	
Without Full Credential			5	
Teaching Outside Subject Area of Competence			0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	70%	30%

qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

High Tech High Media Arts does not employ substitute teachers. In the event that a staff member is out ill, the team teacher will supervise all students in the current project or an administrator will fill in if needed.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated two times annually by the Director of the school. The director will administer classroom visits as a part of the evaluation process and will create on going dialogue for feedback. The staff also provide their team mates with informal monthly feedback to enhance best practices within the classroom. At the end of the school year, the entire staff conduct a school quality review whereby evaluations are provided to improve practices as a whole.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	1	---
Academic Internship Coordinator	1	1:100

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	0%
Mathematics	Yes- We offer a variety of mathematical texts	0%
Science	Yes- We offer a variety of scientific texts	0%
History-Social Science	Yes- Curriculum integrates history and social science	0%
Foreign Language	We offer Spanish textbooks	0%
Health	We do not offer health	0%
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$1,081,041,980	\$894	\$6,882	\$38,000

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The school supports an academic internship program. High Tech High Media Arts also offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and yoga.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,517	\$36,856
Mid-Range Teacher Salary	\$52,449	\$58,263
Highest Teacher Salary	\$70,179	\$72,665
Average Principal Salary (Elementary)	\$97,173	\$94,774
Average Principal Salary (Middle)	\$97,913	\$98,934
Average Principal Salary (High)	\$110,322	\$106,858
Superintendent Salary	\$189,500	\$177,295
Percent of Budget for Teacher Salaries	39.1	41.6
Percent of Budget for Administrative Salaries	4.6	5.1

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts			33%	37	21	20	18	20	
Mathematics			12%	31	32	9	34	23	
Science			7%	16	15	17	25	14	
History-Social Science			17%	29	17	17	29	17	

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	46	16	8	4
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	75	26	19	51
Male	74	27	20	61
Female	60	23	9	11
Economically Disadvantaged	44	24	6	12
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	58%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a

statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	--	--	8
Similar Schools	--	--	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School			750	750
African American			n/a	
American Indian or Alaska Native			n/a	
Asian			n/a	
Filipino			n/a	
Hispanic or Latino			n/a	
Pacific Islander			n/a	
White (not Hispanic)			n/a	790
Socioeconomically Disadvantaged			n/a	
English Learners	---	---	n/a	
Students with Disabilities	---	---	n/a	

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	yes	yes
Participation Rate - English-Language Arts	yes	yes
Participation Rate - Mathematics	yes	yes
Percent Proficient - English-Language Arts	yes	yes
Percent Proficient - Mathematics	yes	yes
API	yes	yes
Graduation Rate	yes	yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	No	
First Year of Program Improvement	No	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	---	38
Percent of Schools Currently in Program Improvement	---	21.1

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

High Tech High Media Arts offers regional occupational programs in engineering, biotechnology, and multimedia. However, students take them as a HTHMA graduation requirement as we expect all students to go to college.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

High Tech High Media Arts does offer a preliminary scholastic aptitude test (PSAT) test administration on a Saturday during the school year. While High Tech High Media Arts has not specifically contracted with a test preparation company, few companies have rented classrooms and other facilities for prep classes.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Larry Rosenstock was selected by the Board of Trustees to become High Tech High Founding Principal. He currently serves as the Chief Executive Officer for High Tech High Media Arts schools. Mr. Rosenstock brings broad experience as an educational innovator to High Tech High Media Arts. His most recent post was as chief executive officer of Price Charities, where he directed substantial funding to innovative public school reform projects in San Diego. Prior to joining Price Charities, Mr. Rosenstock directed the New Urban High School Project for the U.S. Department of Education, was CEO for vocational programs for the Cambridge Public Schools, a lecturer at the Harvard Graduate School of Education, and a staff attorney for the Harvard Center for Law and Education. He also has eleven years experience teaching in urban public schools. Mr. Rosenstock consults with the U.S. Department of Education, the U.S. Department of Labor, and urban school districts nationwide.

High Tech High Media Arts's current director works closely with Larry Rosenstock to ensure only the highest instructional quality. High Tech High Media Arts has hired a diverse group of teachers. They are a mix of master teachers, newly trained teachers, and credentialed individuals from industry with strong content knowledge. The schools team approach to teaching will make the best use of their varied levels of content knowledge and teaching experience.

The mission of HTHMA is to provide each student with rigorous and relevant academic and workplace skills in order to prepare graduates for rewarding lives in our increasingly diverse society. The school's educational philosophy is derived from the *New Urban High School Project*, a 1996 study commissioned by the U.S. Department of Education to identify the strategies that had been successfully used as a lever for whole-school reform. The lead authors of this research (Larry Rosenstock and Dr. Robert Riordan) went on to become High Tech High Media Arts's founding educational leaders. Their philosophy is that the best learning occurs when the educational program is based on three key educational principles:

- *Personalization.* HTHMA will cultivate academic excellence by encouraging each student to personally invest in her or his education. By knowing students well, the HTHMA faculty and staff will encourage students to develop personal strengths and interests. Each student will have an individual staff advisor, who will visit the home of each new student (or visit with new student families on campus if so requested). Students will pursue their particular interests through projects and prepare personal digital portfolios to document their achievements.
- *Adult World Connection.* HTHMA students will engage in real world projects that enable them to learn while working on problems of interest and concern to adults in the community. Students in 11th and 12th grade will spend time off-site in academically germane workplace internships, tailored to student interests, which will stress problem solving opportunities in the workplace.
- *Common Intellectual Mission.* The curriculum will be engaging and rigorous. Assessment will be performance based. Students will create products, solve problems, and present their work to both students and adults. In addition to traditional letter grade and standardized test assessment, faculty will assess students' learning through digital portfolios and verbal presentations of learning ("POLs"). HTHMA will avoid "tracking" and other forms of ability grouping.

The primary goals of HTHMA are: (1) To integrate technical and academic education in a school that prepares students for post-secondary education and for leadership in science and the global community; (2) To increase the number of underrepresented students in math and science who succeed in high school and post-secondary education and who become productive members and leaders in the global community; and (3) To provide all High Tech High Media Arts students with an extraordinary education that prepares them to be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.

High Tech High Media Arts's proven approach to education: teachers work with students on specific, real-world *projects* that focus on science (particularly life sciences), develop analytical thinking and technical skills, and foster each student's sense of accomplishment and community. Class size will be small, with a preferred student/teacher ratio of no more than 25 to 1. Teachers will work in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to increase the communication between instructors and students. Teachers and staff will participate in on-going professional development and collaboration.

Students at HTHMA will have access to a rigorous curriculum that provides opportunities to apply knowledge across disciplines, to construct new knowledge, and to apply knowledge and skills in meaningful real-world settings. The curriculum will meet or exceed the course requirements for admission to the University of California: students must complete 9 units of history/social science, 12 units of English, 12 units of math, 12 units of lab sciences, 6 units of language other than English (with Spanish being the predominate language studied), 3 units of college prep electives, and 3 units of visual/performing arts. In addition, HTHMA students will be required to complete one workplace internship of at least 100 hours and a significant senior project. Students may elect to take some courses for honors credit for which UC will grant weighted GPAs. Students taking any Senior Institute course may choose to sign up for honors credit, earned by completing the extra tasks described in writing in the course syllabus.

Block scheduling will be used to accommodate *project-based learning*, providing both teachers and students the time they need to create projects that hold true to the design principles and learning goals of the school. The school's daily schedule will include a daily teacher meeting to plan projects, participate in staff development activities, and reflect on teaching practice. Students will attend five class periods a day, with core courses such as Humanities, Math and Science taught in two-period blocks. Electives will be allotted one class period.

The HTHMA curriculum will support state standards and student achievement of the HTHMA Expected Schoolwide Learning Results (ESLRs). Students will be expected to achieve competency in six learning areas: (1) collaboration (working as a team); (2) technology; (3) communications, both oral and written; (4) art and design; (5) ethics and responsibility, and (6) critical thinking (Habits of Mind, including perspective, evidence, relevance, connection and supposition).

Individual education plans and the advisory program. An advisor (a teacher or other academic staff member) will be assigned to each student. The advisor will stay with the student throughout the student's four years at HTHMA. Through weekly advisory group meetings and individual conferences, the advisory program will provide a critical context for academic planning, home/school communication, team and community building, and reflection about the HTHMA philosophy and program. The group advisory program follows monthly themes such as communication, teambuilding, college advising, real world immersion, leadership, ethics, environment, health, and safety.

The advisor also will work with each student in his/her group to develop an individual education plan, will visit the student's home to gain insight into the student's resources and challenges, will meet with parents and family members to explain the education plan and obtain commitment to it, and will serve as the key communication line between parents and the school. Advisors will help students prepare their digital portfolio (see section on assessment), monitor their academic progress, and serve as the student's advocate, facilitating communication among students, teachers and other school resource persons. The advisory also will include college counseling and applications.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Faculty members at High Tech High Media Arts will participate in ongoing professional development. This will normally include:

- Regular meetings, 45 minutes per day, without students, for collaboration and
- program development

- 3 weekly student/faculty team meetings
- Weekly all-staff meetings
- Various development workshops throughout the year
- Two-week long teacher preparation session in August before the opening of school
- A week-long session during winter break
- Several day-long professional development sessions throughout the year

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	66,000	64,800
10	66,000	64,800
11	66,000	64,800
12	66,000	64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

HTHMA did not have any minimum days due to a later start date for the beginning of the school year. The late start was imposed by delays in construction and permitting.