

Executive Summary School Accountability Report Card, 2009-10

The Gary and Jerri-Ann Jacobs High Tech High

Address: 2861 Womble Rd. , San Diego CA 92106-6025

Phone: 619-243-5000

Principal: Brett Peterson

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

Launched by an industry and educator coalition, High Tech High is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High is a small, diverse learning community with a current enrollment of 535 students. HTH 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 is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. High Tech High was built on 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. The student-faculty ratio at High Tech High is 23:1, and each student has an advisor who remains constant throughout the four years of school. High Tech High's 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 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.

Student Enrollment

Group	Enrollment
Number of students	549
Black or African American	56
American Indian or Alaska Native	1
Asian	39
Filipino	35
Hispanic or Latino	190
Native Hawaiian/Pacific Islander	1
White (not of Hispanic origin)	214
Two or More Races	13
Socioeconomically Disadvantaged	184
English Learners	39
Students with Disabilities	50

Teachers

Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	10
Total Teacher Misassignments	10

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	73.0%
Mathematics	27.2%
Science	46.7%
History-Social Science	54.2%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	795
Statewide Rank (from 2009 Base API Report)	8
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	9/9
2010–11 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

High Tech High is located in a 40,000 square foot building formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 1989, including a new roof, skylights, trusses, windows, floor, and mechanical systems. Another major renovation in 2001 gave the school an all new electrical, plumbing, and mechanical system, fitting it out as a high-performance school for project based learning. The school now has 25 classrooms and labs at the center of the building, and large, high-ceiling open areas at each end. In-house Facilities staff adequately maintain the building systems, and the custodians follow rigorous cleaning standards for all spaces. High Tech High shares a common lunch area with other High Tech High schools on-campus, as well as recreational areas where students participate in formal and informal recreation activities. Maintenance of the common outdoor space occurs daily and all students participate in an after lunch outdoor clean up.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,355
District	\$5,262
State	\$5,681

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	99.4%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

The Gary and Jerry Ann Jacobs High Tech High School Accountability Report Card Reported Using Data from 2009–10 School Year *Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	High Tech High	District Name	San Diego Unified
Street	2861 Womble Rd.	Phone Number	619-725-8000
City, State, Zip	San Diego , CA 92106-6025	Web Site	www.sandi.net
Phone Number	619-243-5000	Superintendent	William Kowba
Principal	Brett Peterson	E-mail Address	superintendent@sandi.net
E-mail Address	bpeterson@hightechhigh.org	CDS Code	37-68338-3731247

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Launched by an industry and educator coalition, High Tech High is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High is a small, diverse learning community with a current enrollment of 535 students. HTH 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 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 (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities including contact information pertaining to organized opportunities for parental involvement.

High Tech High's Parent Association has been active for five years 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 High Tech High. Parents have 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, provide optimal nutrition to students during testing times throughout the year, and communicate to all members of the HTH community via a HTH parent e-newsletter and weekly news blast. The parent website can be found at www.parentpage.org

Student Enrollment by Grade Level (School Year 2009–10)

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	155
Grade 3		Grade 10	140
Grade 4		Grade 11	121
Grade 5		Grade 12	129
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	549

Student Enrollment by Group (School Year 2009–10)

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
Black or African American	10%	White	39%
American Indian or Alaska Native	0%	Two or More Races	2%
Asian	7%	Socioeconomically Disadvantaged	34%
Filipino	6%	English Learners	7%
Hispanic or Latino	35%	Students with Disabilities	10%
Native Hawaiian/Pacific Islander	0%		

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	2007-08			2008-09			2009-10					
	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	22.4	11	13		22.9	9	12		27.4	11	12	
Mathematics	21.3	20	15		15.6	21	7		27.4	11	12	
Science	22.4	9	11		20.9	17	13		27.4	11	12	
Social Science	23.1	5	11		23.4	6	11		27.4	11	12	

III. School Climate

School Safety Plan (School Year 2009-10)

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

High Tech High 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'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. HTH 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: HTH 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.

Suspensions and Expulsions

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	.046	.040	.02	8.9	6.1	11.32
Expulsions	0	0	0	0.3	0.2	.28

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

High Tech High's facilities are unique among high schools. High Tech High is located in a 40,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 1989, including a new roof, skylights, trusses, windows, floor, and mechanical systems. The school now has 25 classrooms and labs at the center of the building, and large, high ceiling open areas at each end. Each classroom is adequately maintained by the staff and our daily custodial staff. All interior areas including common space and restrooms are cleaned daily.

High Tech High 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 (School Year 2010–11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		Good			n/a

V. 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	22	21	29	5951
Without Full Credential	7	5	3	98
Teaching Outside Subject Area of Competence	2	6	0	334

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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	7	10	5
Total Teacher Misassignments	9	10	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	69%	31%
All Schools in District	99.4	.6
High-Poverty Schools in District	99.1	.9
Low-Poverty Schools in District	99.7	.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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		
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	2.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	0%	NA
Mathematics	Yes- We offer a variety of mathematical texts	0%	NA
Science	Yes- We offer a variety of scientific texts	0%	NA
History-Social Science	Yes- Curriculum integrates history and social science	0%	NA
Foreign Language	We offer Spanish textbooks	0%	NA
Health	We do not offer health	0%	NA
Visual and Performing Arts	Yes we offer textbooks art	0%	NA
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	0%	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,253	\$1,898	\$7,355	\$54,689
District	NA	NA	\$5,262	\$64,318
Percent Difference – School Site and District	NA	NA	28%	-17%
State	NA	NA	\$5,681	\$68,179
Percent Difference – School Site and State	NA	NA	20%	-20%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The school supports an academic internship program. High Tech High 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 2008–09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$42,377
Mid-Range Teacher Salary	\$59,886	\$67,667
Highest Teacher Salary	\$80,829	\$87,102
Average Principal Salary (Elementary)	\$108,779	\$108,894
Average Principal Salary (Middle)	\$111,260	\$113,719
Average Principal Salary (High)	\$119,354	\$124,531
Superintendent Salary	\$269,000	\$223,323
Percent of Budget for Teacher Salaries	39.6%	40%
Percent of Budget for Administrative Salaries	5.2%	5.5%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	69%	69%	73%	47%	52%	56%	46%	50%	49.9%
Mathematics	28%	28%	27%	42%	46%	49%	43%	46%	45.8%
Science	44%	49%	47%	42%	49%	57%	46%	50%	49.5%
History-Social Science	40%	51%	54%	35%	41%	46%	36%	41%	41.0%

Standardized Testing and Reporting 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-
All Students in the LEA	73	27	49	54
All Students at the School	73	27	49	54
Male	70	30	56	63
Female	75	24	40	45
Black or African American	58	0	22	**
American Indian or Alaska Native	0	0	Na	**
Asian	84	40	50	**
Filipino		9	50	**
Hispanic or Latino	57	3	33	38
Native Hawaiian or Pacific Islander	100	0	Na	**
White	88	7	55	69
Two or More Races	NA	0	na	***
Socioeconomically Disadvantaged	59	16	37	38
English Learners	22	11	0	**
Students with Disabilities	35	8	20	**
Students Receiving Migrant Education Services	**	**	**	**

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	90	93	83	52.2	51.0	54.1	52.9	52.	54.
Mathematics	83	83	83	49.2	55.5	56.7	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts		Mathematics	
	Not Proficient	Proficient or Above	Not Proficient	Proficient or Above
All Students in the LEA	17	83	17	83
All Students at the School	17	83	17	83
Male	11	89	10	90
Female	21	79	23	77
Black or African American	9	91	9	91
American Indian or Alaska Native	**	**	**	**
Asian	**	**	**	**
Filipino	**	**	**	**
Hispanic or Latino	32	68	30	70
Native Hawaiian/Pacific Islander	**	**	**	**
White	11	89	12	88
Two or More Races	**	**	**	**
Socioeconomically Disadvantaged	33	67	33	67
English Learners	**	**	**	**
Students with Disabilities	**	**	**	**
Students Receiving Migrant Education Services	**	**	**	**

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	NA	NA	NA
9	21	51	26

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	9	8	8
Similar Schools	10	8	5

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-22	12	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-22	-4	9-
Native Hawaiian/Pacific Islander			
White	-30	17	-4
Two or More Races			
Socioeconomically Disadvantaged	-19	27	2
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	795	795	767
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	736	736	715
Native Hawaiian/Pacific Islander			
White	844	844	838
Two or More Races			
Socioeconomically Disadvantaged	724	724	691
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	n/a	NA
Percent of Schools Currently in Program Improvement	n/a	NA

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from

high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	0	.6	2.2	4.5	2.3	5.9	4.4	3.9	5.7
Graduation Rate	100	99.4	97.8	78.8	84.3	77.4	79.5	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	100%	NA	NA
Black or African American	100%	NA	NA
American Indian or Alaska Native	100%	NA	NA
Asian	100%	NA	NA
Filipino	100%	NA	NA
Hispanic or Latino	100%	NA	NA
Native Hawaiian/Pacific Islander	100%	NA	NA
White	100%	NA	NA
Two or More Races	100%	NA	NA
Socioeconomically Disadvantaged	100%	NA	NA
English Learners	100%	NA	NA
Students with Disabilities	100%	NA	NA

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	School does offer AP	n/a
English	School does offer AP	n/a
Fine and Performing Arts	School does offer AP	n/a
Foreign Language	School does offer AP	n/a
Mathematics	School does offer AP	n/a
Science	School does offer AP	n/a
Social Science	School does offer AP	n/a
All courses	School does offer AP	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The mission of HTH 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 founding educational leaders. Their philosophy is that the best learning occurs when the educational program is based on three key educational principles:

- *Personalization.* HTH will cultivate academic excellence by encouraging each student to personally invest in her or his education. By knowing students well, the HTH 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.* HTH 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"). HTH will avoid "tracking" and other forms of ability grouping.

The primary goals of HTH 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 International 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 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 HTH 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, HTH 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 HTH curriculum will support state standards and student achievement of the HTH 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 HTH. 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 HTH 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.

Faculty members at High Tech High 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.