

High Tech Elementary North County

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Karen Feitelberg, School Director

Principal, High Tech Elementary North County

About Our School

Karen Feitelberg has twenty years of experience teaching in independent, charter and public schools. She is thrilled to have joined the dedicated teaching and learning community at High Tech Elementary North County. Karen is passionate about helping students develop their voice, master academic content, think critically, and solve complex problems collaboratively.

Previously Karen taught fourth and fifth grade at the two High Tech elementary schools in Point Loma where she integrated math, science and humanities into projects that engage students in community service and deeper learning. She serves as a mentor and instructor for teachers in the High Tech High Graduate School of Education. Karen also worked in the Solana Beach School District for 10 years.

Prior to teaching elementary school, Karen had a career as a manager in an internationally respected technology company. She holds a BS from the University of North Carolina at Chapel Hill, an MBA from The Wharton School of the University of Pennsylvania, and a teaching credential from Point Loma Nazarene University.

Contact

High Tech Elementary North County
1480 West San Marcos Blvd.
San Marcos, CA 92078-4017

Phone: 760-759-2785

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	SBC - High Tech High
Phone Number	(619) 243-5014
Superintendent	Larry Rosenstock
Web Site	www.hightechhigh.org

School Contact Information (School Year 2017-18)	
School Name	High Tech Elementary North County
Street	1480 West San Marcos Blvd.
City, State, Zip	San Marcos, Ca, 92078-4017
Phone Number	760-759-2785
Principal	Karen Feitelberg, School Director
Web Site	www.hightechhigh.org
County-District-School (CDS) Code	37764710127605

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

Learning at High Tech elementary North County (HTeNC) is rooted in project-based learning. This means that our faculty guides our students through the creation of projects designed to develop their understanding of the world around them. Students are immersed in the process of learning: exploring, discussing, designing, reflecting, and refining. They create something together that demonstrates their new understandings to a real audience, often outside the school walls.

At HTeNC, students examine information from "expert" adults, primary source documents, other teachers, Internet resources and each other. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success at middle school and beyond.

Over the course of the year, students build upon what they have learned, in preparation for the next grade. HTeNC serves approximately 396 students in grades Kindergarten through Five. Our school will always be small, allowing our children and adults to form close relationships that challenge and nurture each child as an individual. Class sizes are kept at 25 students or fewer to best support each student's unique personality, interests, and needs.

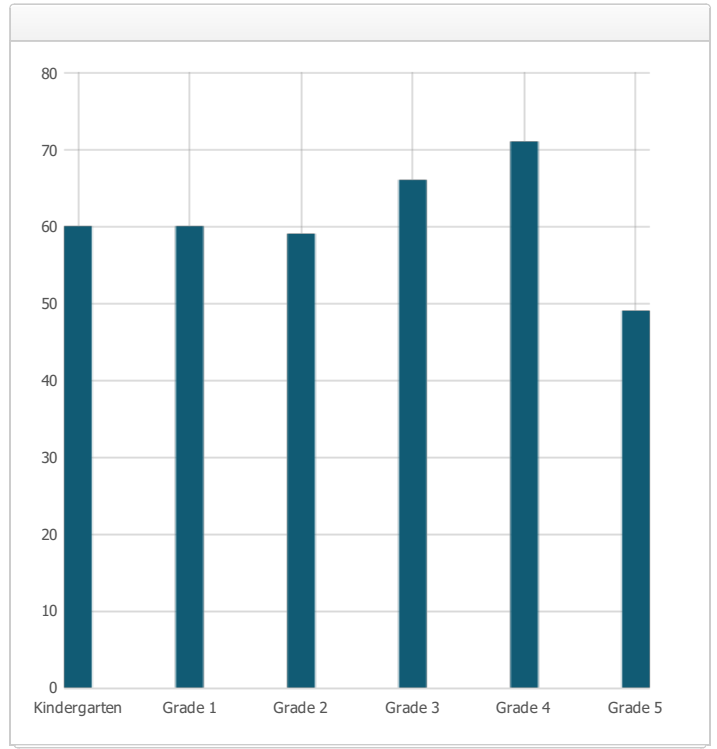
Students are not separated by ability or skill into different classrooms or programs. HTeNC teachers and staff deeply believe that all students have gifts and talents and needs, and we support them within our classrooms. Accordingly, we do not have separate GATE or Special Education rooms.

What a child accomplishes as a result of study is tremendously important. Most assessment at High Tech elementary North County will be performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel (usually comprised of teachers, community members, and other students). Students also receive direct instruction in mathematics and literacy based on assessments and needs. Our students are given traditional exams and tests sparingly. At High Tech elementary North County, the measure of accomplishment lies primarily in the students' ability to explain or demonstrate his/her learning from the beginning of the project to the end at Exhibitions and in student-led conferences.

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	59
Grade 3	66
Grade 4	71
Grade 5	49
Total Enrollment	365



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.5 %
Asian	3.0 %
Filipino	1.6 %
Hispanic or Latino	52.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	33.4 %
Two or More Races	6.8 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.8 %
English Learners	24.4 %
Students with Disabilities	11.5 %
Foster Youth	0.3 %

Last updated: 1/30/2018

A. Conditions of Learning

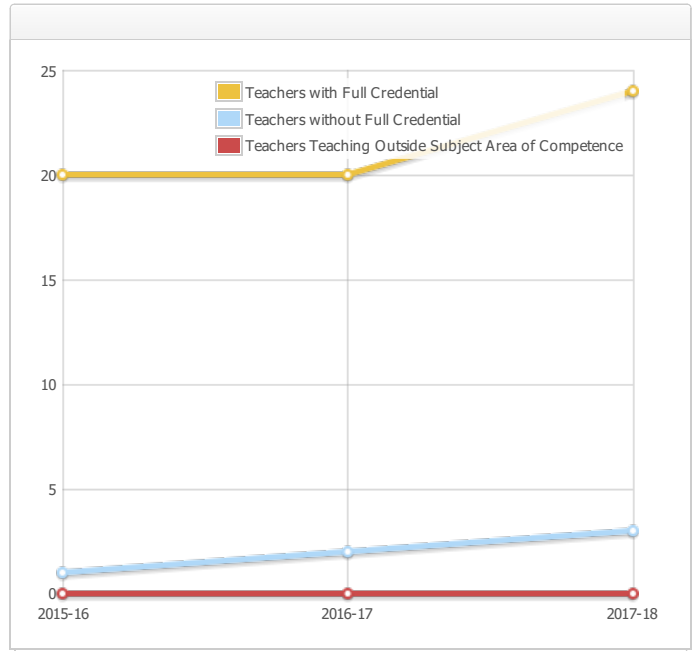
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

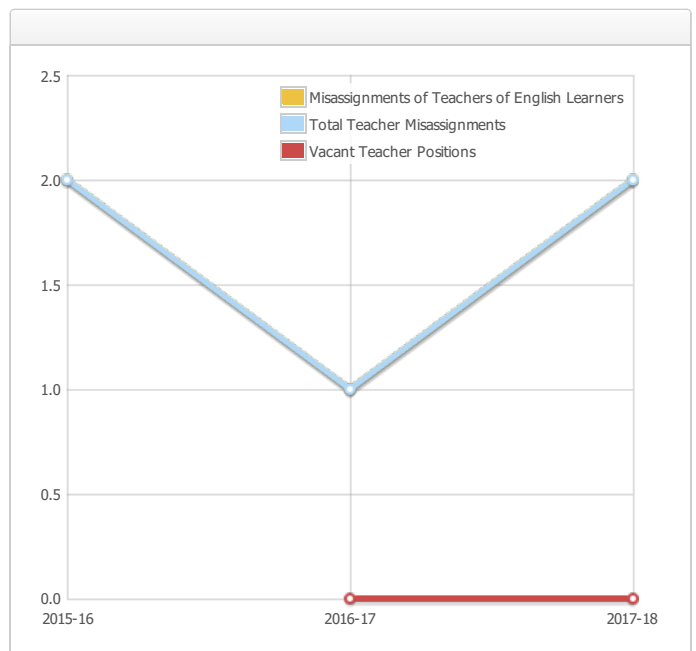
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	20	24	4243
Without Full Credential	1	2	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	349



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	1	2
Total Teacher Misassignments*	2	1	2
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Mathematics	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
History-Social Science	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Foreign Language	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Health	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Visual and Performing Arts	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

HTeNC is a 31,474 square foot, one-story, elementary school that was built in 2014. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. A 157 Kw photovoltaic solar systemw as completed in December of 2016. This system, shared by HTHNC, will greatly reduce the school's energy bills.

Last updated: 1/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	35%	45%	49%	52%	48%	48%
Mathematics (grades 3-8 and 11)	18%	32%	27%	30%	36%	37%

Note: Percentages are not calculated 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.

Last updated: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	176	97.78%	44.89%
Male	89	87	97.75%	44.83%
Female	91	89	97.80%	44.94%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	98	95	96.94%	28.42%
Native Hawaiian or Pacific Islander				
White	52	51	98.08%	60.78%
Two or More Races	17	17	100.00%	70.59%
Socioeconomically Disadvantaged	92	89	96.74%	28.09%
English Learners	59	57	96.61%	17.54%
Students with Disabilities	27	25	92.59%	28.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	176	97.78%	31.82%
Male	89	87	97.75%	39.08%
Female	91	89	97.80%	24.72%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	98	95	96.94%	20.00%
Native Hawaiian or Pacific Islander				
White	52	51	98.08%	43.14%
Two or More Races	17	17	100.00%	47.06%
Socioeconomically Disadvantaged	92	89	96.74%	16.85%
English Learners	59	57	96.61%	12.28%
Students with Disabilities	27	25	92.59%	24.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	29.0%	0.0%	41.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.3%	22.4%	30.6%

Note: Percentages are not calculated 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.

Last updated: 1/30/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

At HTeNC, we encourage parents to volunteer in classrooms, chaperone on field work, and provide support in project design and implementation. In order to foster communication between the parent and school community, we send weekly all school emails and teachers also share email and website communication each week with families. All of our school communication is provided in English and Spanish.

We encourage parents to be part of our learning community. Parent education events include "Supporting Students in Becoming Powerful Readers", "Social Media, Smart Phones and Well Being", and "Positive Parenting" to name a few of our workshops. We have also provided presentations about the new ELPAC exam and how to help children with anxiety. This year we will host a north county Biocom Festival of Science and Engineering and a Math night for parents so that they can learn more about CGI Math - a research based approach to mathematical problem solving strategies.

Three times per year, families attend student Exhibitions where students showcase the learning they have mastered in project work. Two times each year, students share their progress and set goals for their learning during student led conferences. Teachers also document learning areas of strength and areas for growth two times per year in written progress reports. These documents and conferences can be accessed in both Spanish and English.

Our High Tech North County campus also hosts two LCAP/Title One meetings in the fall and in the spring. We also share information with parents about college readiness and budgeting. All of our school presentations are shared in Spanish and English.

State Priority: Pupil Engagement

Last updated: 1/30/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

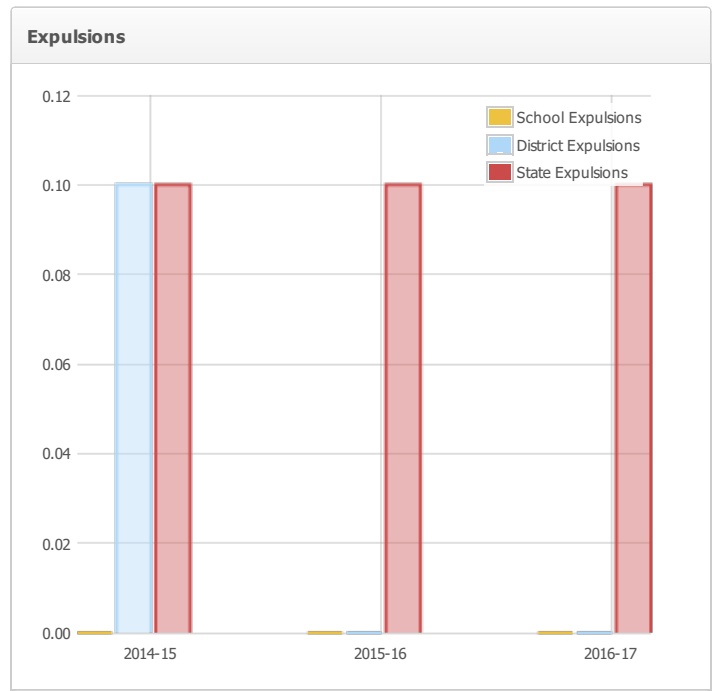
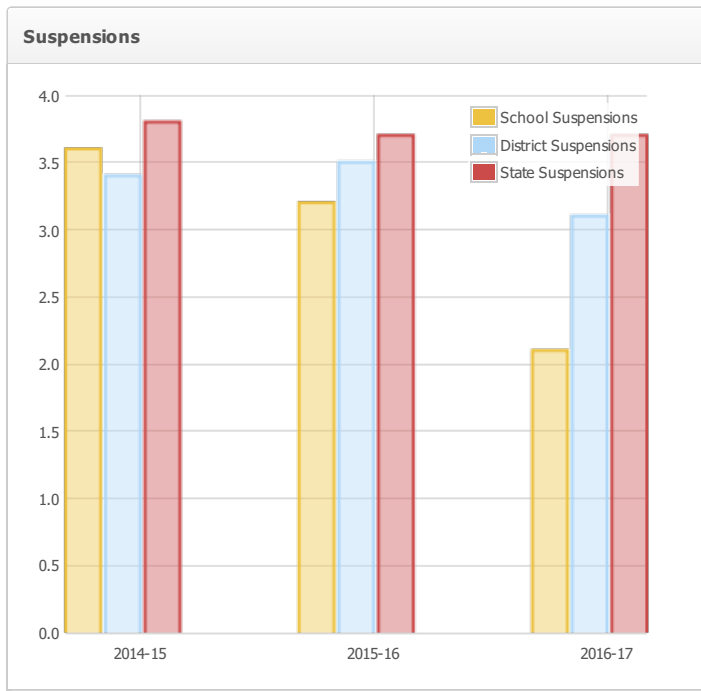
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.6%	3.2%	2.1%	3.4%	3.5%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

HTeNC staff receives training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness includes fires and earthquake drills which happen monthly at the elementary school. We also practice lockdown drills regularly.

HTeNC coordinates its safety practices yearly with the middle school and high school on our North County Campus. Safety plans are on file at the front desk and in each classroom along with emergency backpacks that are located in each classroom and walkie talkies are used between emergency contacts.

Students and staff practice emergency evacuations every month and evacuation maps are strategically located throughout the school. The safety plan addresses prevention, response, and recovery related to emergencies. Students and staff also practice lockdown drills and keep doors in a locked position to facilitate a quick reaction to any lock down emergency. These planned drills are communicated to parents and students in advance.

In the case of a major emergency, parents and guardians will be notified by the HTH district office via Powerschool.

Last updated: 1/30/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	1	0	20.0	3	0	0	20.0	3	0	0
1	21.0	1	2	0	20.0	3	0	0	20.0	3	0	0
2	21.0	0	3	0	20.0	3	0	0	20.0	3	0	0
3	22.0	0	2	0	22.0	0	3	0	22.0	0	3	0
4	25.0	0	2	0	24.0	0	2	0	24.0	0	3	0
5	24.0	0	1	0	23.0	0	2	0	25.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10507.0	\$2213.0	\$8294.0	\$56653.0
District	N/A	N/A	--	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$0.0

Percent Difference – School Site and State	N/A	N/A	23.1%	200.0%
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Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

Students participate in project field work which is funded by donations and fundraising events so that all students have access to learning in the field. Our elementary school also runs a comprehensive before and after school program (7:30 am - 5:30 pm) to support and fees depend on free and reduced lunch status.

Last updated: 1/30/2018

Professional Development

Continuous learning is at the core of our work as professionals at HTH and in our elementary school. Grade level teams are committed to collaborative work to design and critique projects and literacy and mathematics lessons at least two times per week. Our professional and paraprofessional staff members meet every Wednesday afternoon to engage in professional learning experiences directed at mathematics, literacy, English language learners, science and project based learning best practices. Teachers work collaboratively to analyze student work and formative assessments to inform instruction and to develop meaningful and measurable improvement goals.

HTeNC teachers attended week long trainings at the Teacher College Readers and Writers Institute at Columbia University last summer. Teachers have also been trained to use Project GLAD to better instruct students learning English. Other professional development occurs monthly for Wilson FUNdations, Fountas and Pinnell Leveled Literacy Intervention, and Cognitive Guided Instruction.

HTeNC also collaborates with the High Tech High Center for Research on Equity and Innovation. Teachers from our school represent our school in the Math Agency Improvement Community, the Next Generation Science Standards Early Implementers Project, the Literacy Improvement Network, and the English Learning Community. They focus on lesson study and systems to best support student learning. We use a "train the trainers" model where teacher leaders bring work and knowledge back to the rest of our staff during Wednesday professional development sessions.

HTeNC also works in conjunction with the HTH Graduate School of Education which supports teachers and educational leaders with a focus on equity, deeper learning, and shared leadership. The GSE is embedded within our schools providing a rich context for personalized, hands-on learning and the integration of theory and practice.

Last updated: 1/30/2018