

# High Tech Elementary Explorer

## 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.



### Briony Chown, Director

Principal, High Tech Elementary Explorer

#### About Our School

Briony comes to Explorer from London where she has taught 2nd, 3rd, and 5th grades. In her London school, Briony supported other teachers in integrating art and technology into their classroom curriculum. She holds a Post-Graduate Certificate of Education from Goldsmith's College, University of London and a B.A. in English and Philosophy from the University of Sheffield. As well as teaching, Briony loves exploring new places, cooking, reading, hiking and learning new skills.

#### Contact

*High Tech Elementary Explorer  
2230 Truxtun Rd.  
San Diego, CA 92106-6128*

*Phone: 619-795-3600*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>Web Site</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	High Tech Elementary Explorer
<b>Street</b>	2230 Truxtun Rd.
<b>City, State, Zip</b>	San Diego, Ca, 92106-6128
<b>Phone Number</b>	619-795-3600
<b>Principal</b>	Briony Chown, Director
<b>Web Site</b>	<a href="http://www.hightechhig.org">www.hightechhig.org</a>
<b>County-District-School (CDS) Code</b>	37683386117683

*Last updated: 1/30/2018*

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

High Tech Elementary Explorer is an independent public school, founded in 2000, which serves 350 children in grades K-5 who are enrolled by lottery from throughout San Diego. Explorer's mission is to develop critical thinkers who are caring, confident and lifelong learners in a diverse community that is sensitive to the needs of each child.

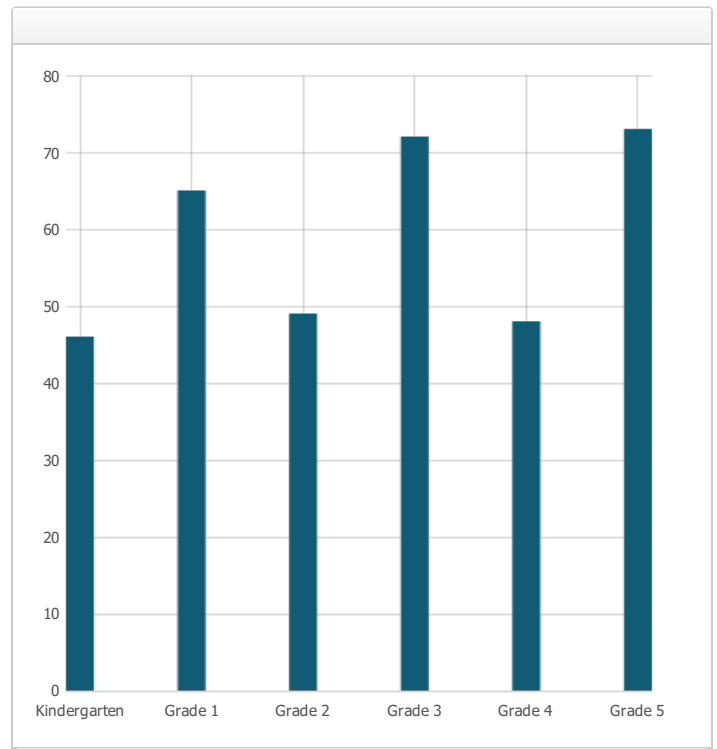
Academic studies at Explorer take the form of projects, which engage students in research, content learning, field studies, and exhibitions. During project work, students engage in challenging and open-ended questions that are important to them and to the adult world. Students' work culminates in products and presentations that have an authentic audience, often beyond the school's walls. Explorer teachers seek out student passions in order to design rich learning experiences, both in content and in social and emotional interactions. Explorer students see school as a place where they can ask big questions, where they can collaborate and create, and where they work to change the world.

Explorer's focus on social and emotional learning combined with project-based learning has profound academic impacts. In writing, for example, children find and use their authentic voice. In history, children see and analyze differing perspectives. In science, children analyze a problem, hypothesize a solution, and test the solution with evidence – the same way their teachers teach them to solve a problem on the playground. Just as in social and emotional development, rote academic learning can be superficial and fleeting. Learning, both emotional and cognitive, that is rooted in rigorous analysis of self, others, texts, and data can be longer lasting, deeper and flexible.

*Last updated: 1/31/2018*

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	65
Grade 2	49
Grade 3	72
Grade 4	48
Grade 5	73
<b>Total Enrollment</b>	<b>353</b>



Last updated: 1/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.6 %
Asian	3.4 %
Filipino	2.8 %
Hispanic or Latino	39.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	40.2 %
Two or More Races	6.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.3 %
English Learners	12.5 %
Students with Disabilities	14.4 %
Foster Youth	0.0 %

Last updated: 1/30/2018

## A. Conditions of Learning

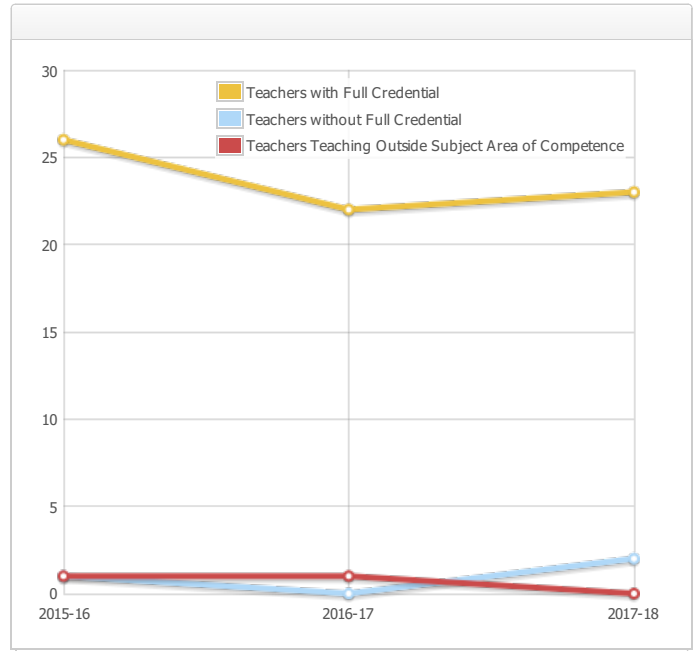
### State Priority: Basic

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

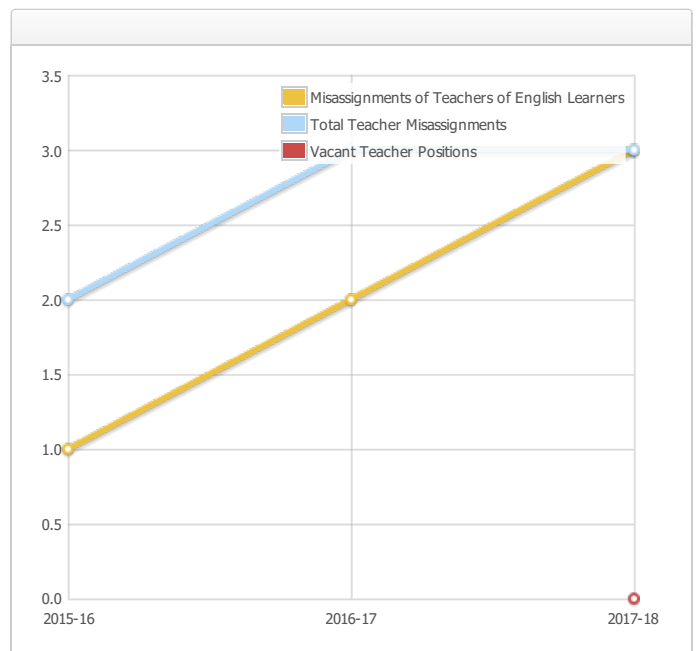
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	22	23	
Without Full Credential	1	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	



Last updated: 1/30/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	2	3
Total Teacher Misassignments*	2	3	3
Vacant Teacher Positions			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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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 textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTH students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>		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

HTEX occupies the first floor of a 91,140 square foot, three-story, building that was originally built in 1967+/-, but was completely renovated in 2005. 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 70 Kw photovoltaic system, shared by the three schools, was added to the roof in 2014. LED lighting and other energy upgrades were implemented in 2016.

*Last updated: 1/31/2018*

## 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: 1/31/2018*

## 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)	62%	57%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	40%	50%	42%	43%	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	194	189	97.42%	56.61%
Male	93	91	97.85%	54.95%
Female	101	98	97.03%	58.16%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	71	71	100.00%	40.85%
Native Hawaiian or Pacific Islander				
White	83	78	93.98%	71.79%
Two or More Races	17	17	100.00%	70.59%
Socioeconomically Disadvantaged	63	63	100.00%	31.75%
English Learners	31	30	96.77%	36.67%
Students with Disabilities	40	38	95.00%	23.68%
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	194	189	97.42%	49.74%
Male	93	91	97.85%	47.25%
Female	101	98	97.03%	52.04%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	71	71	100.00%	33.80%
Native Hawaiian or Pacific Islander				
White	83	78	93.98%	65.38%
Two or More Races	17	17	100.00%	58.82%
Socioeconomically Disadvantaged	63	63	100.00%	31.75%
English Learners	31	30	96.77%	33.33%
Students with Disabilities	40	38	95.00%	18.42%
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)	67.0%	71.0%	65.0%	59.0%	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	20.5%	20.5%	27.4%

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)

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Parents are involved in the school at every level. From volunteering in the classrooms to initiating school-wide activities and fundraising, the parent association at High Tech Elementary Explorer is fundamental to the success of the school. Parents are seen as partners in the education of students at the school. Our parents participate in a Latino parents group. Parents have also initiated a special needs support group and a diversity and inclusion committee.

### State Priority: Pupil Engagement

*Last updated: 2/1/2018*

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

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

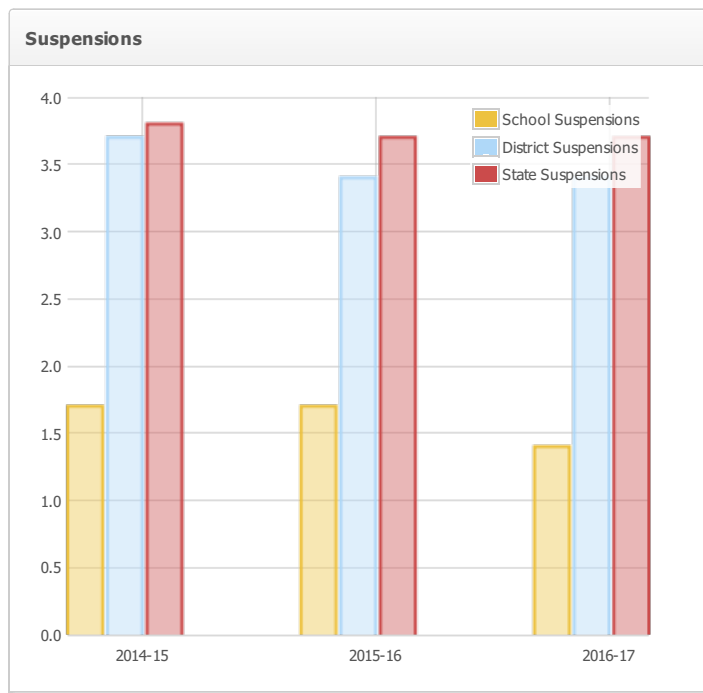
# State Priority: School Climate

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	1.7%	1.7%	1.4%	3.7%	3.4%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

## School Safety Plan (School Year 2017-18)

High Tech Elementary Explorer has a comprehensive school safety which is available upon request. The safety plan includes detailed policies and procedures regarding:

- Disaster and emergency procedures
- School discipline policies
- Child abuse reporting
- Sexual harassment policies
- School environment and behavior expectations

Last updated: 1/31/2018

## 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	22.0	0	2	0	22.0	0	3	0	23.0	0	2	0
1	22.0	0	3	0	23.0	0	2	0	22.0	0	2	0
2	24.0	0	2	0	24.0	0	3	0	25.0	0	2	0
3	24.0	0	3	0	24.0	0	2	0	24.0	0	3	0
4	24.0	0	2	0	24.0	0	3	0	24.0	0	2	0
5	24.0	0	3	0	25.0	0	2	0	24.0	0	3	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	22.0	0	1	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		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	\$10518.0	\$1641.0	\$8877.0	\$58787.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-26.3%
State	N/A	N/A	\$6574.0	\$79228.0

Percent Difference – School Site and State	N/A	N/A	29.8%	-29.6%
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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)

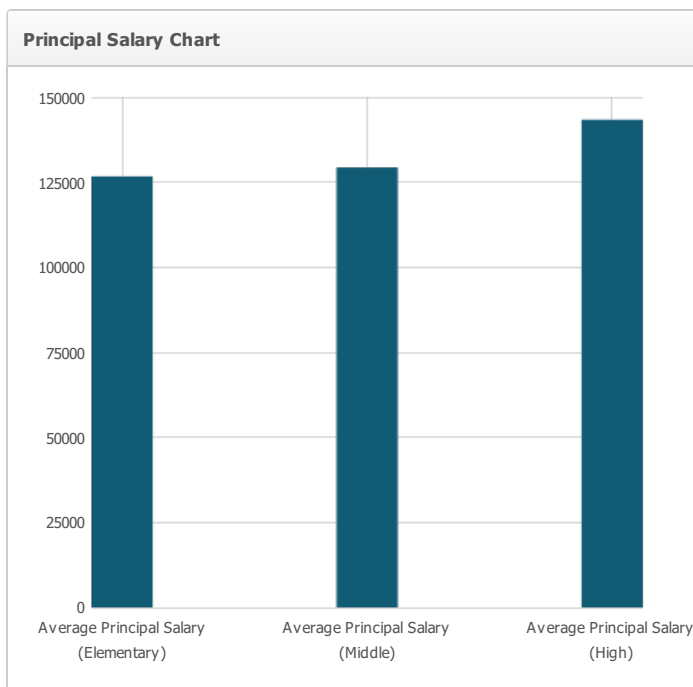
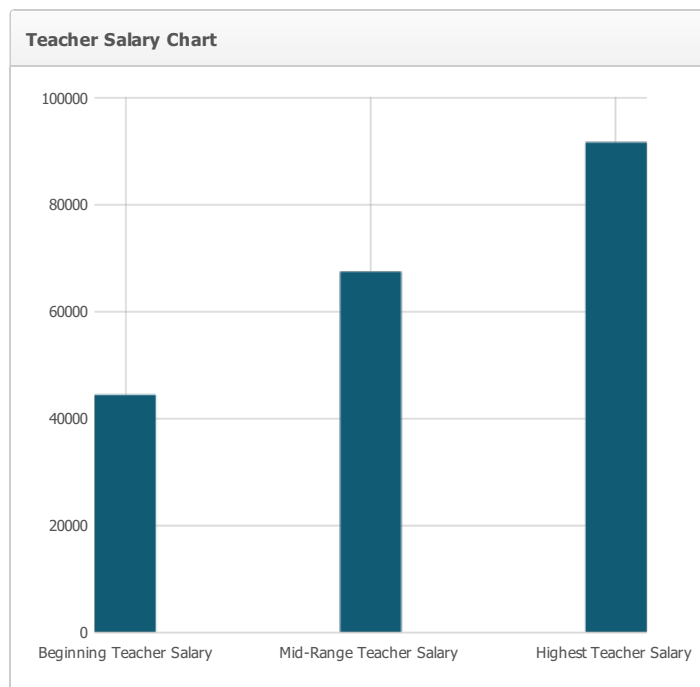
High Tech Elementary Explorer participates in the National School Lunch Program and runs an extensive after school program where students can participate in sports, activities and receive academic support.

*Last updated: 1/31/2018*

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/30/2018*

### Professional Development

High Tech Elementary Explorer teachers and staff participate in twice weekly professional development. Teachers work in peer coaching partnerships, in larger peer groups and with the director in order to fine tune their practice in academic and social and emotional instruction. Our teachers also attend conferences and external professional development in order to further best practices. Professional development includes research, shared reading and discussion, classroom and peer observations and well as collaborative lesson planning.

We regularly invite specialists into the school to add to our professional development. We are currently working on introducing new reading and writing programs in kindergarten and first grade, implementing targeted guided reading across the school and cognitively guided instruction in math. The director visits classrooms in order to coach teachers and share best practices.



*Last updated: 1/31/2018*