

High Tech High Chula Vista

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.



Tim McNamara, Director

Principal, High Tech High Chula Vista

About Our School

Tim McNamara joined High Tech High Chula Vista as a humanities teacher in 2010, drawn to the excitement of student exhibitions and a thriving, practitioner-focused adult learning community. Tim has designed and facilitated course projects in sketch comedy, journalism, poetry translation, open-source software design, and more. Prior to joining High Tech High, Tim taught courses at several universities, including San Diego State, with a focus on rhetorical and authentic approaches to reading and writing. He earned a bachelor's degree in English at the University of Notre Dame, a master's of fine arts in creative writing at San Diego State University, and a master's of education in school leadership at the High Tech High Graduate School of Education. Tim has supported several schools (including Chicago Tech Academy) as they transformed themselves into more joyful, student-centered environments. Read Tim's thoughts on college prep [here](#) and [here](#).

Contact

High Tech High Chula Vista
1945 Discovery Falls Dr.
Chula Vista, CA 91915-2037

Phone: 619-591-2505

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	SBC - High Tech High	School Name	High Tech High Chula Vista
Phone Number	(619) 243-5014	Street	1945 Discovery Falls Dr.
Superintendent	Larry Rosenstock	City, State, Zip	Chula Vista, Ca, 91915-2037
Web Site	www.hightechhigh.org	Phone Number	619-591-2505
		Principal	Tim McNamara, Director
		Web Site	www.hightechhigh.org
		County-District-School (CDS) Code	37764710114678

Last updated: 1/30/2018

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

High Tech High schools are guided by four connected design principles—equity, personalization, authentic work, and collaborative design—that set aspirational goals and create a foundation for understanding our approach.

Equity

High Tech High is an equity project. Teachers work actively to address inequities and help students reach their full potential. Our schools are intentionally diverse, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. All High Tech High graduates complete the requirements for acceptance into the California public university system.

Personalization

High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work

High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork and prototypes are created and displayed.

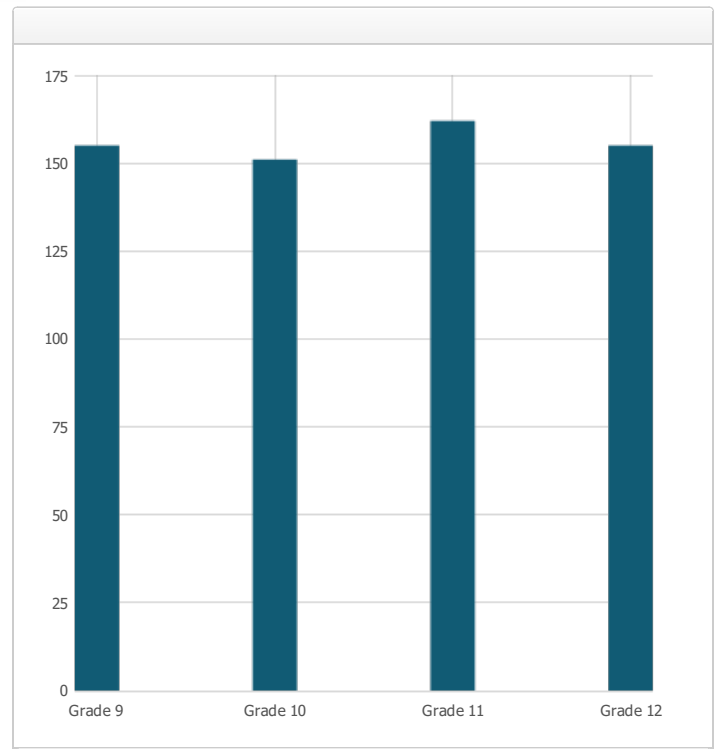
Collaborative Design

High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

Last updated: 1/30/2018

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

Grade Level	Number of Students
Grade 9	155
Grade 10	151
Grade 11	162
Grade 12	155
Total Enrollment	623

*Last updated: 1/30/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.8 %
Asian	1.1 %
Filipino	7.5 %
Hispanic or Latino	75.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	8.2 %
Two or More Races	2.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.6 %
English Learners	6.9 %
Students with Disabilities	12.7 %
Foster Youth	0.0 %

Last updated: 1/30/2018

A. Conditions of Learning

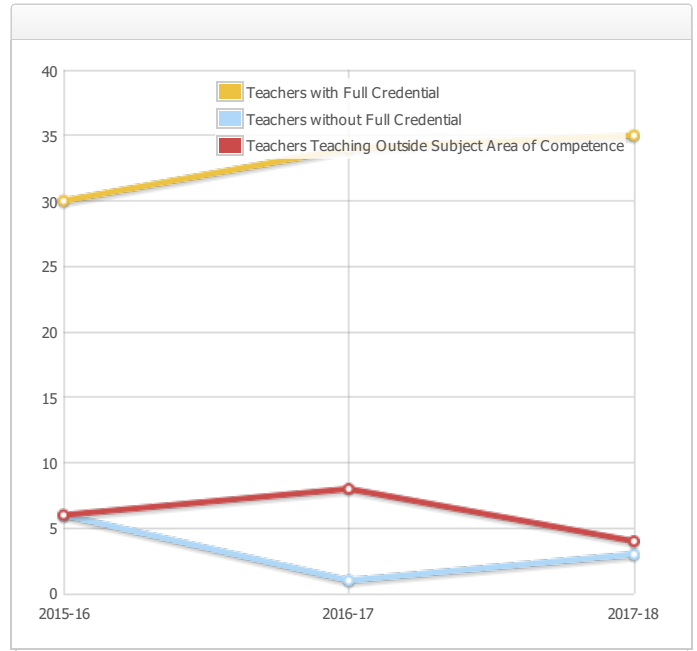
State Priority: Basic

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

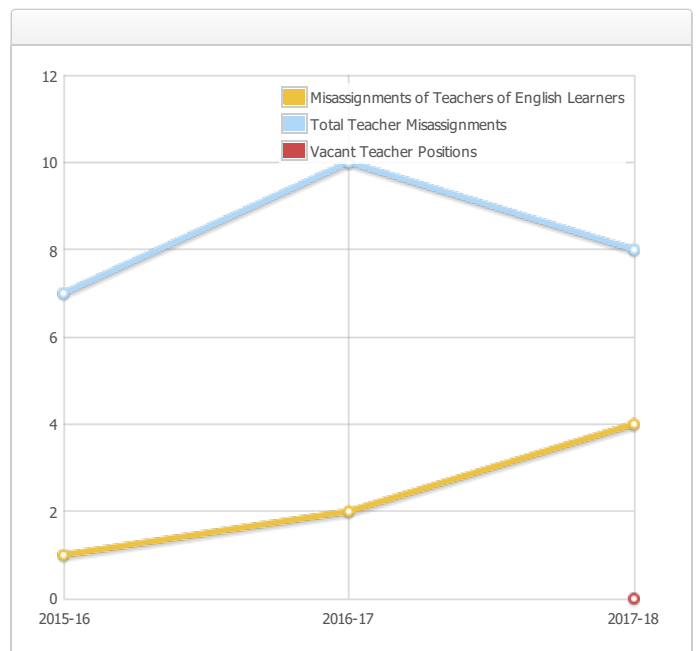
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	34	35	4243
Without Full Credential	6	1	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	8	4	349



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	2	4
Total Teacher Misassignments*	7	10	8
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

School Facility Conditions and Planned Improvements

HTHCV is a 44,396 square foot, one-story, high school that was built in 2009. 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 67 Kw photovoltaic solar system was completed in September of 2016.

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)	72%	73%	49%	52%	48%	48%
Mathematics (grades 3-8 and 11)	30%	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	161	160	99.38%	72.50%
Male	80	79	98.75%	73.42%
Female	81	81	100.00%	71.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	17	17	100.00%	64.71%
Hispanic or Latino	119	118	99.16%	72.88%
Native Hawaiian or Pacific Islander	--	--	--	
White			100.00%	81.82%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	88	88	100.00%	71.59%
English Learners	25	25	100.00%	48.00%
Students with Disabilities	16	16	100.00%	31.25%
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	161	161	100.00%	31.68%
Male	80	80	100.00%	35.00%
Female	81	81	100.00%	28.40%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	17	17	100.00%	35.29%
Hispanic or Latino	119	119	100.00%	26.89%
Native Hawaiian or Pacific Islander	--	--	--	
White			100.00%	72.73%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	88	88	100.00%	22.73%
English Learners	25	25	100.00%	12.00%
Students with Disabilities	16	16	100.00%	
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%	33.0%	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

Career Technical Education Programs (School Year 2016-17)

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

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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
9	26.6%	26.6%	23.8%

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)

HTHCV Family Bridge meets the second Wednesday of each month to conduct family engagement meetings on topics ranging from student support, project-based learning, college applications, internship, and school budgeting. This robust program enables families to participate in ongoing engagement activities and have a voice in schoolwide direction and decisions.

The HTHCV PA is a robust group that provides ongoing fundraising and support to our school to support college visits, student field experiences, and purchase of instructional materials.

State Priority: Pupil Engagement

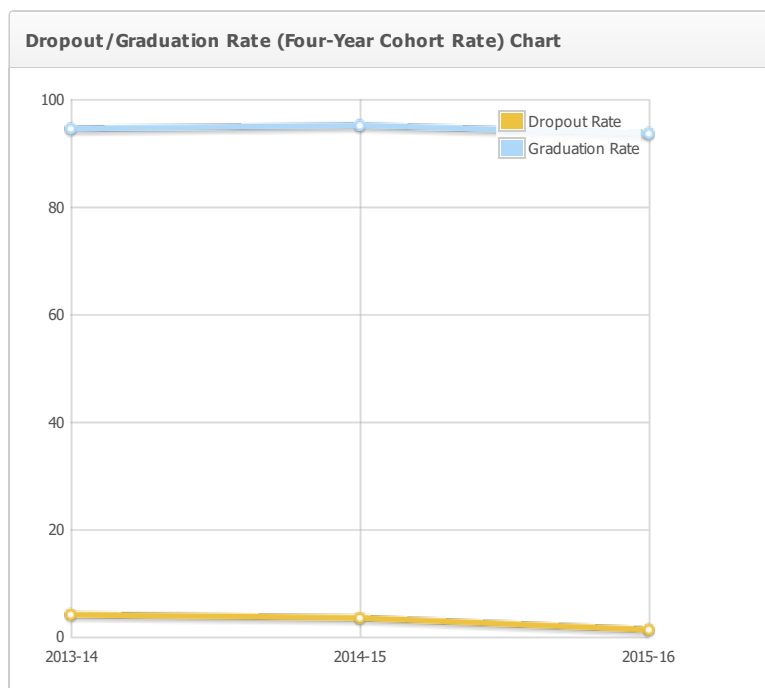
Last updated: 1/30/2018

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.1%	3.5%	1.3%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	94.5%	95.1%	93.6%	--	--	--	81.0%	82.3%	83.8%



Last updated: 1/30/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	98.0%	97.8%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	98.3%	98.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	97.8%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	42.9%	42.9%	55.4%
Students with Disabilities	83.3%	84.4%	63.9%
Foster Youth	0.0%	0.0%	68.2%

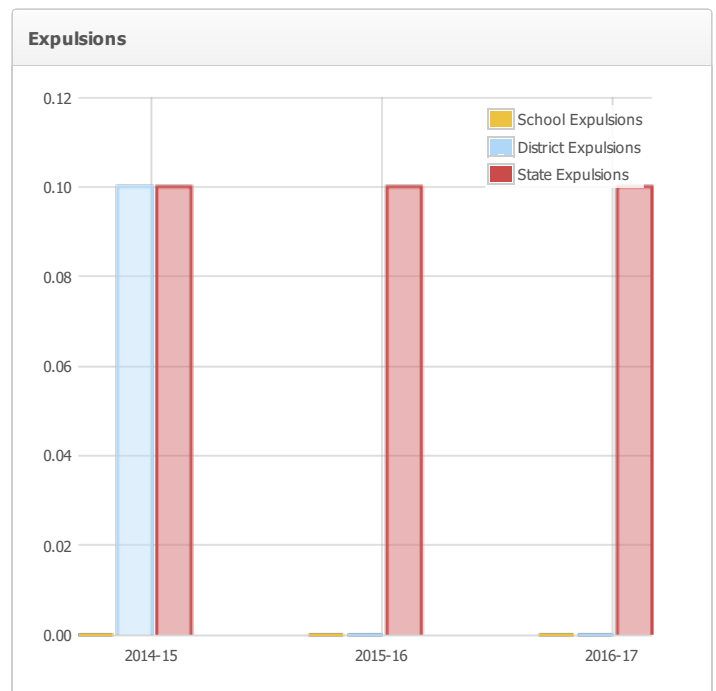
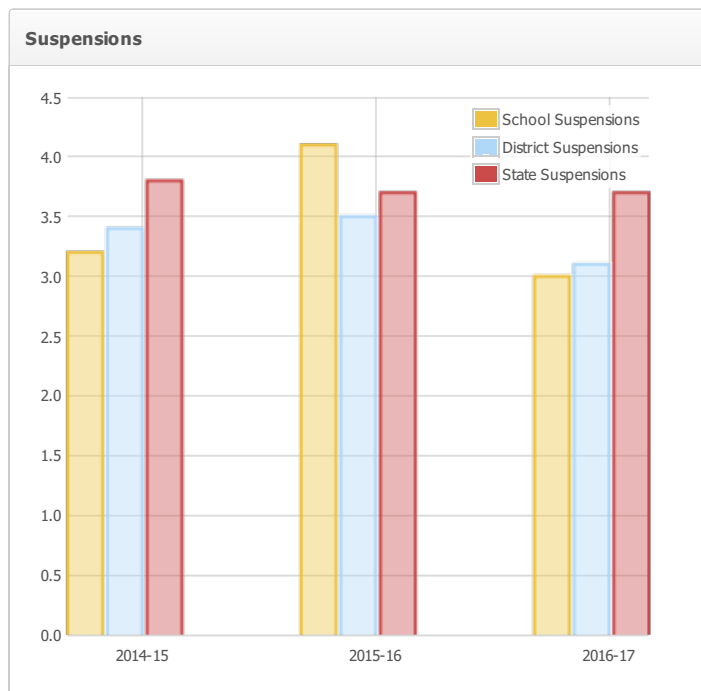
State Priority: School Climate

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	3.2%	4.1%	3.0%	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)

High Tech High Chula Vista updates its safety practices yearly and the safety plan is on file at the front desk. 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 Chula Vista'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. HTHCV minimizes 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: HTHCV 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.

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 (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	13	21	0	23.0	8	26	0	26.0	1	24	0
Mathematics	21.0	12	18	0	20.0	19	19	1	26.0	0	24	0
Science	27.0	0	21	0	27.0	0	22	0	26.0	0	16	0
Social Science	23.0	0	2	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	3.0	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	1.0	N/A
Resource Specialist (non-teaching)	5.0	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	\$10559.0	\$1632.0	\$8926.0	\$54519.0
District	N/A	N/A	\$0.0	\$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	30.4%	200.0%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

The school offers 6th period elective courses where students have opportunities to get involved with activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and academic coaching for struggling students. Students are also able to go on field trips and camps. The site also offers a comprehensive before and after school program that is geared toward enrichment and support for struggling students.

Last updated: 2/1/2018

Professional Development

Professional development is an important facet at HTH schools. Dedicated time to hone one's teaching practice is incorporated into each teacher's work year, per their contract, and takes multiple forms.

Staff days: Veteran staff return to school 8 days before school starts. There are also 6 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another, built on the belief that "we have a lot of expert knowledge right here in our building."

New Teacher Odyssey: Prior to the 8 staff days for veteran teachers, teachers new to HTHCV participate in a 7 day "Odyssey." During the Odyssey, HTHCV teaching methods are modeled and teachers experience project based learning as learners themselves.

AM: Teachers arrive one hour before school starts to engage in collegial dialogue. Meetings occur at least 3 days per week. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meetings enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas.

It is worth noting that, as part of the HTH charter management organization, HTH teachers receive additional professional development support through the HTH Credential Program and the HTH Graduate School of Education.

Last updated: 1/30/2018