

# High Tech High Media Arts

## 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.



### Isaac Jones, Administrator

Principal, High Tech High Media Arts

#### About Our School

I am extremely proud to be the Director of HTHMA. Over the past 15 years, I have taught in New York City, Costa Rica, and at High Tech High. Most recently, I have been the Director of High Tech High North County for the past 6 years. As an educator, I believe strongly in engaging all students through real-world projects that force us to question, analyze, and wonder. Please feel free to contact me with questions, ideas, and concerns.

"Education is not preparation for life; education is life itself." John Dewey

HTHMA is a public charter school which draws upon the diversity of San Diego through a random lottery acceptance system. The goal of High Tech High Media Arts is to offer a college preparatory, project-based learning environment to 9-12 grade students. We also aim to inspire students to become civic leaders through real-world, authentic learning experiences.

#### Contact

High Tech High Media Arts  
2230 Truxtun Rd.  
San Diego, CA 92106-6039

Phone: 619-398-8620

## 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 High Media Arts
<b>Street</b>	2230 Truxtun Rd.
<b>City, State, Zip</b>	San Diego, Ca, 92106-6039
<b>Phone Number</b>	619-398-8620
<b>Principal</b>	Isaac Jones, Administrator
<b>Web Site</b>	<a href="http://www.hightechhigh.org">www.hightechhigh.org</a>
<b>County-District-School (CDS) Code</b>	37683380108787

*Last updated: 1/30/2018*

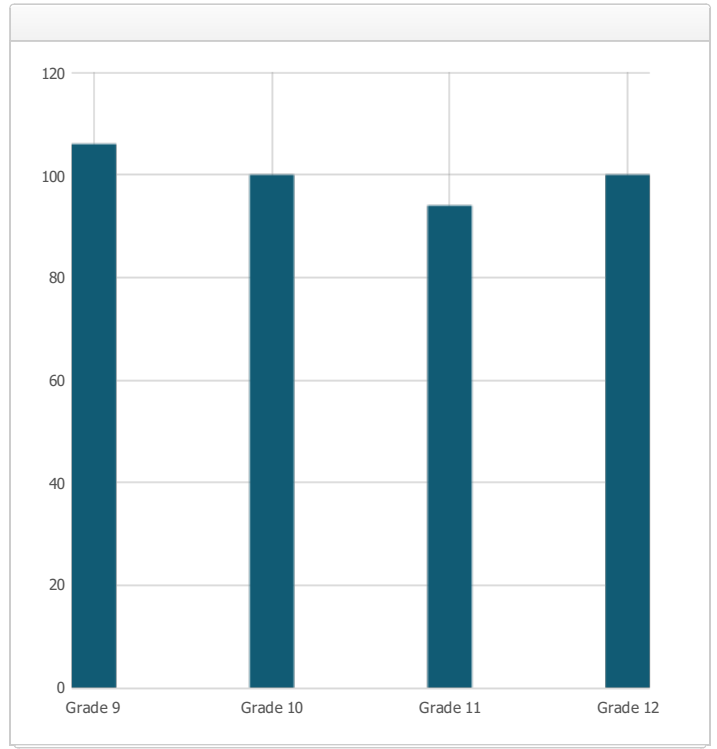
### School Description and Mission Statement (School Year 2017-18)

High Tech High Media Arts is a school serving approximately 360 students in grades 9 - 12 at the HTH Village in San Diego. Founded in the fall of 2005, the school implements all HTHMA design principles and features a focus on multimedia and communications. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project -based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High Media Arts is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society.

*Last updated: 2/1/2018*

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

Grade Level	Number of Students
Grade 9	106
Grade 10	100
Grade 11	94
Grade 12	100
Total Enrollment	400



*Last updated: 1/30/2018*

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

Student Group	Percent of Total Enrollment
Black or African American	6.0 %
American Indian or Alaska Native	0.8 %
Asian	4.3 %
Filipino	4.5 %
Hispanic or Latino	49.5 %
Native Hawaiian or Pacific Islander	0.5 %
White	28.0 %
Two or More Races	6.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.8 %
English Learners	4.0 %
Students with Disabilities	10.5 %
Foster Youth	0.0 %

*Last updated: 1/30/2018*

## A. Conditions of Learning

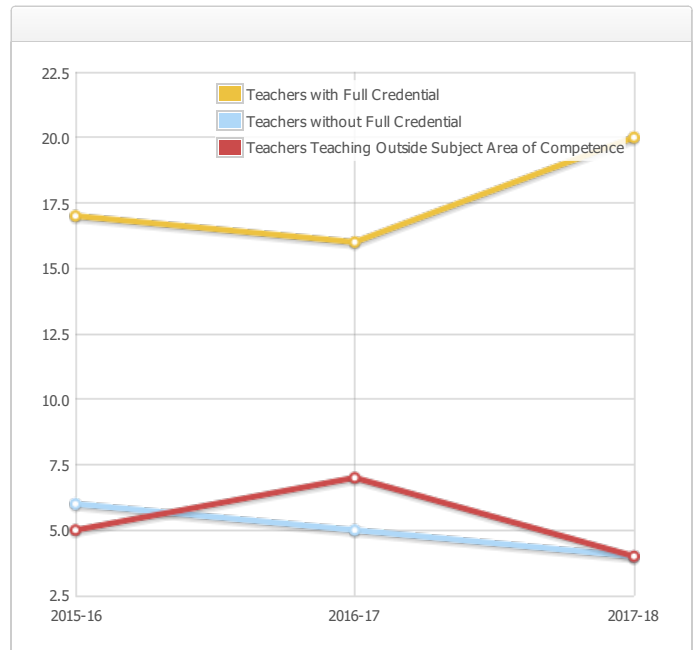
### State Priority: Basic

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

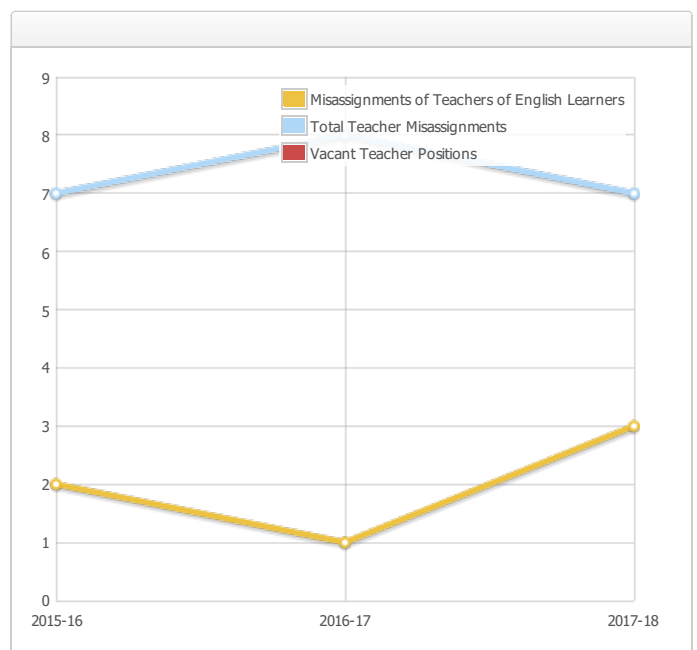
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	16	20	
Without Full Credential	6	5	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	7	4	



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	3
Total Teacher Misassignments*	7	8	7
Vacant Teacher Positions			



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 text books, 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 text books, 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 text books, 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 text books, 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 text books, 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 text books, 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

HTHMA occupies the third 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: 2/1/2018*

## 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)	68%	78%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	40%	41%	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	93	92	98.92%	78.26%
Male	47	47	100.00%	70.21%
Female	46	45	97.83%	86.67%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	42	41	97.62%	70.73%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	24	100.00%	91.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	42	41	97.62%	65.85%
English Learners	12	12	100.00%	50.00%
Students with Disabilities	--	--	--	
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	93	92	98.92%	41.30%
Male	47	47	100.00%	36.17%
Female	46	45	97.83%	46.67%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	42	41	97.62%	24.39%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	24	100.00%	75.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	42	41	97.62%	19.51%
English Learners	12	12	100.00%	
Students with Disabilities	--	--	--	
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)	32.0%	30.0%	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*

### Career Technical Education Programs (School Year 2016-17)

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

*Last updated: 2/1/2018*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
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: 2/1/2018*

### 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	98.9%

# 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	26.0%	18.3%	17.3%

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)

High Tech High Media Arts Parent Association 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 the first Wednesday of each month at the school site.

Parents have an active voice at the school, and ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs by way of a grant program, foster a positive social environment for students from all communities, and communicate to all members of the HTHMA community on an on-going basis to discuss student achievement. HTHMA parents also communicate via e-newsletter and weekly news blasts to HTHMA parents, students, and teachers. The parent website can be found at <http://hthvillage-parentpage.blogspot.com/>.

In addition, we have recently hired a Community Outreach Coordinator to facilitate communication between parents and the school. We are excited about the opportunity to improve all facets of our school through parental experience and feedback.

# State Priority: Pupil Engagement

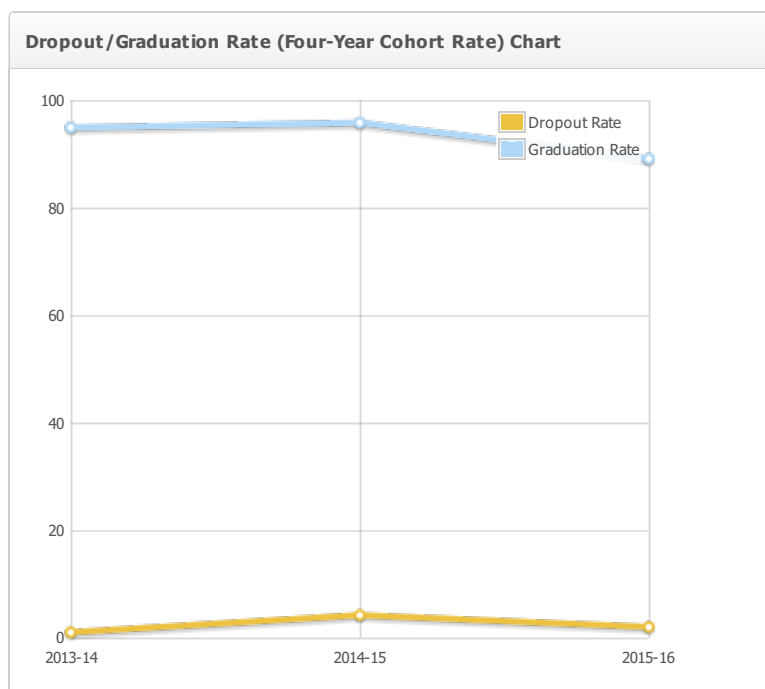
*Last updated: 2/1/2018*

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

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

### 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	1.0%	4.2%	2.0%	4.5%	3.5%	3.3%	11.5%	10.7%	9.7%
Graduation Rate	94.9%	95.8%	89.1%	89.7%	89.4%	91.3%	81.0%	82.3%	83.8%





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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	94.7%	80.6%	87.1%
Black or African American	80.0%	72.9%	79.2%
American Indian or Alaska Native	100.0%	67.7%	80.2%
Asian	100.0%	87.7%	94.4%
Filipino	100.0%	91.9%	93.8%
Hispanic or Latino	95.7%	75.9%	84.6%
Native Hawaiian or Pacific Islander	0.0%	75.3%	86.6%
White	96.7%	85.7%	91.0%
Two or More Races	100.0%	93.2%	90.6%
Socioeconomically Disadvantaged	89.1%	78.3%	85.5%
English Learners	0.0%	42.3%	55.4%
Students with Disabilities	69.2%	48.3%	63.9%
Foster Youth	0.0%	58.8%	68.2%

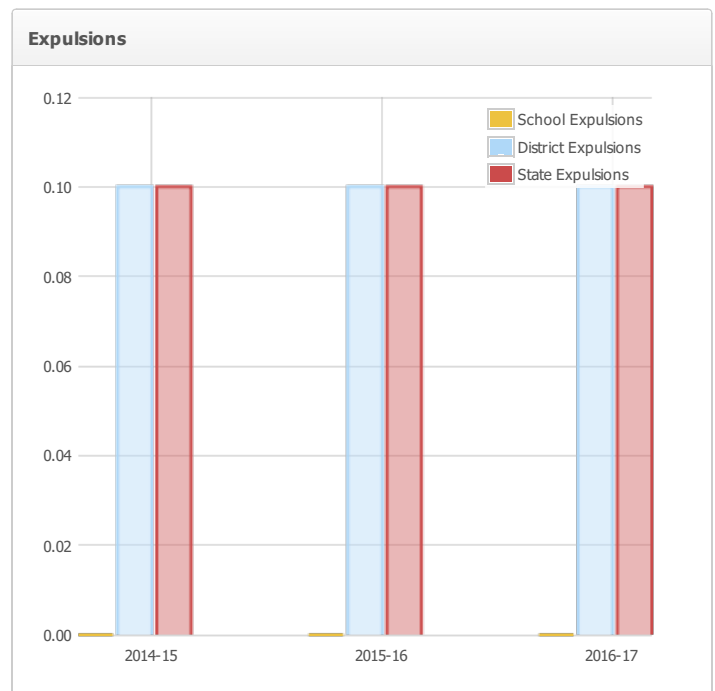
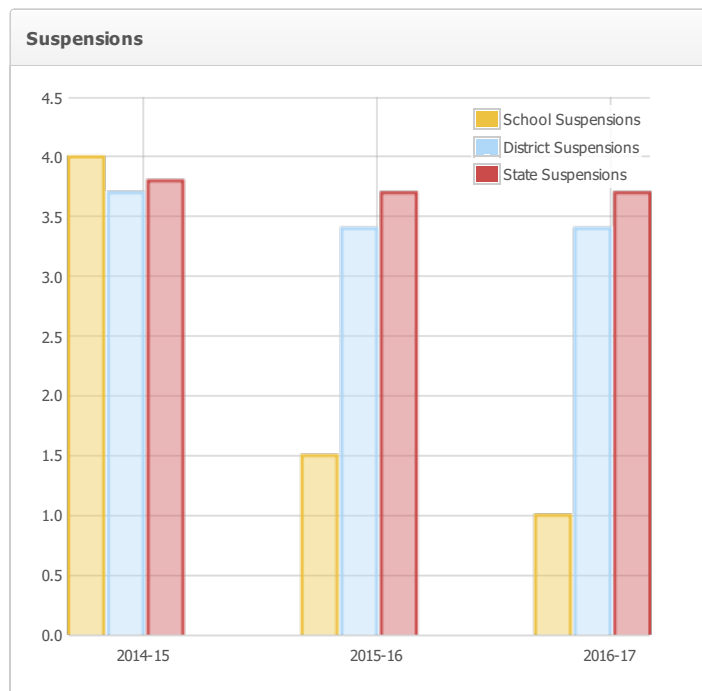
# State Priority: School Climate

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	4.0%	1.5%	1.0%	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 High Media Arts combats the alienation of adolescence and the anonymity of most urban high schools with a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. The student-faculty ratio at HighTech High Media Arts is 18:1, and each student has an advisor who remains constant throughout the four years of school. High Tech High Media Arts' curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers.

High Tech High Media Arts believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

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

Last updated: 2/1/2018

## **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	22.0	4	12	0	22.0	4	12	0	25.0	1	13	0
Mathematics	20.0	8	12	0	20.0	8	12	0	20.0	9	11	0
Science	17.0	6	4	0	17.0	6	4	0	25.0	0	7	0
Social Science	0.0	0	0	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)		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)	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	\$11017.0	\$992.0	\$10025.0	\$58264.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-27.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	41.6%	-30.5%

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

Last updated: 1/30/2018

## Types of Services Funded (Fiscal Year 2016-17)

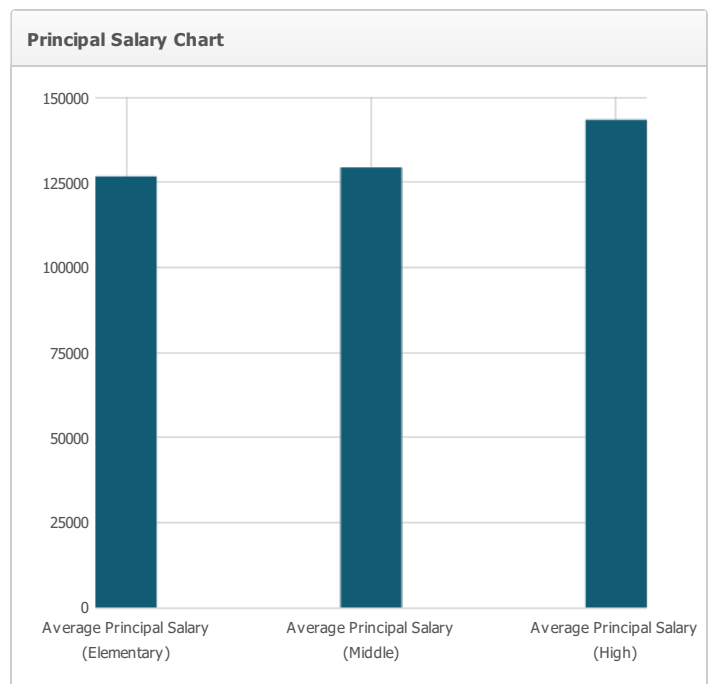
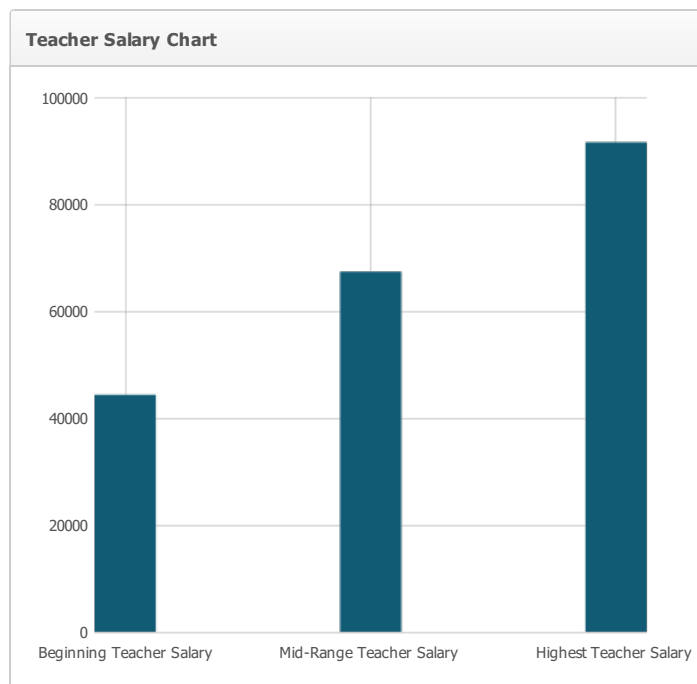
The school supports an academic internship program. HTHMA also offers elective courses known as x-block where students have the opportunity to get involved with activities such as soccer, yoga, ultimate Frisbee and robotics.

*Last updated: 2/1/2018*

## 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

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 5 staff days throughout the year plus an additional staff day 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 HTHMA participate in a 7 day "Odyssey." During the Odyssey, HTHMA teaching methods are modeled and teachers experience project based learning as learners themselves.

AM: Each morning, teachers arrive one hour before school starts to engage in collegial dialogue. All school meetings occur 2-3 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.

Collegial coaching: HTHMA utilizes "collegial coaching", a peer observation protocol, to encourage reflection. Collegial coaching is done by partnering teachers together who meet throughout a semester to discuss and observe each other's teaching. Teachers set up a pre-meeting to discuss what they are interested in knowing, observe each others' classes, discuss what they saw and make suggestions for improvement. 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.

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