

High Tech High 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.



Mr. Emilio Torres, School Director

Principal, High Tech High North County

About Our School

Emilio is the Director of High Tech High North County. Previous roles include serving as the Director of High Tech Middle North County, and the Director of Special Education for all 13 High Tech High schools. He started his career in education as a high school math teacher, before moving into middle school math and science.

Before jumping into education, Emilio practiced law in Chicago and New York City. Outside of work, he enjoys surfing, music, and spending time with his wife and son at Moonlight Beach, Legoland, and the Antique Gas & Steam Engine Museum in Vista (San Diego County's best kept secret!).

Contact

High Tech High North County
1420 San Marcos Blvd.
San Marcos, CA 92078-4017

Phone: 619-243-5014

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 High North County
Street	1420 San Marcos Blvd.
City, State, Zip	San Marcos, Ca, 92078-4017
Phone Number	619-243-5014
Principal	Mr. Emilio Torres, School Director
Web Site	www.hightechhigh.org
County-District-School (CDS) Code	37764710114694

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.

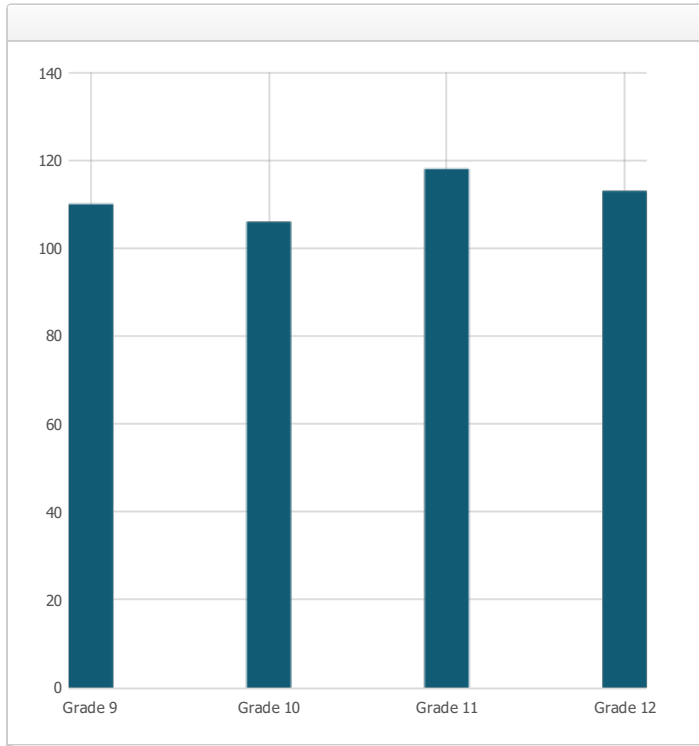
Collaborative Design

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	110
Grade 10	106
Grade 11	118
Grade 12	113
Total Enrollment	447



Last updated: 1/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	1.8 %
Asian	4.0 %
Filipino	2.9 %
Hispanic or Latino	35.6 %
Native Hawaiian or Pacific Islander	0.7 %
White	46.1 %
Two or More Races	7.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.7 %
English Learners	3.4 %
Students with Disabilities	16.6 %
Foster Youth	0.2 %

Last updated: 1/30/2018

A. Conditions of Learning

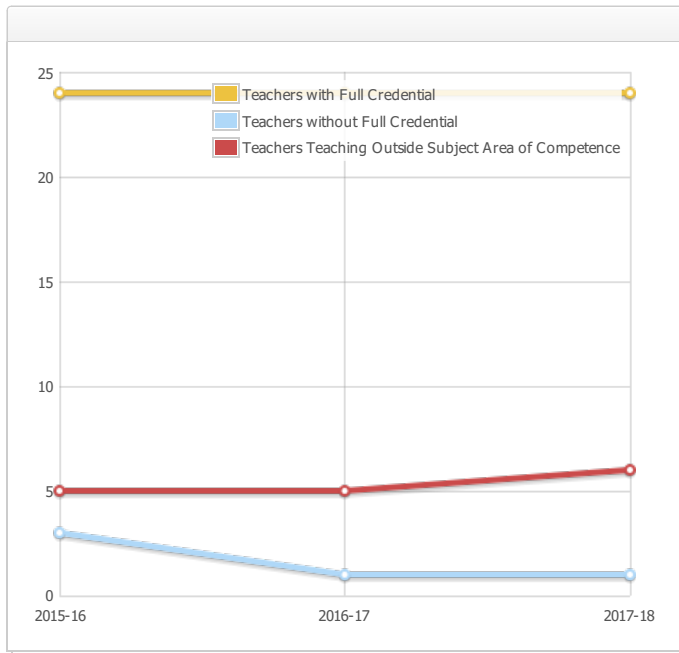
State Priority: Basic

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

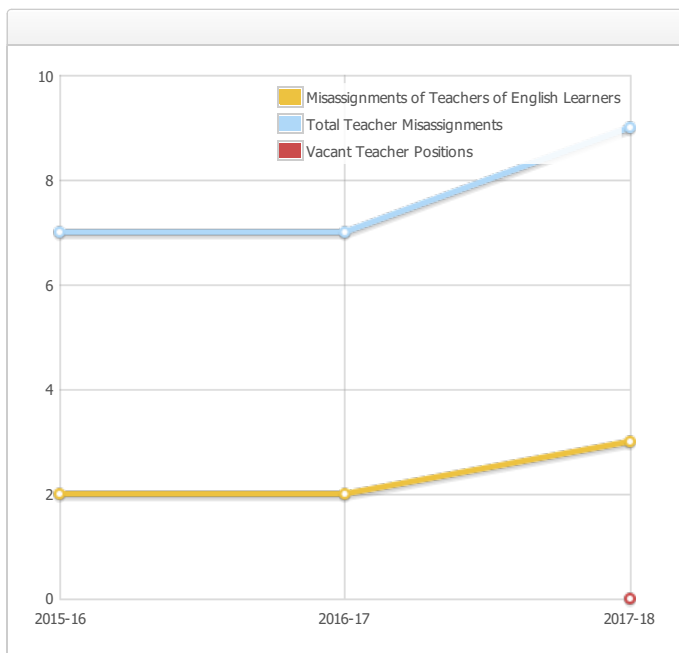
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	24	24	4243
Without Full Credential	3	1	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	6	349



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	2	3
Total Teacher Misassignments*	7	7	9
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

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.

School Facility Conditions and Planned Improvements

HTHNC is a 46,426 square foot, two-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 157 Kw photovoltaic solar system was completed in December of 2016 on the adjacent HTeNC building.

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)	83%	80%	49%	52%	48%	48%
Mathematics (grades 3-8 and 11)	44%	42%	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	116	115	99.14%	80.00%
Male	74	73	98.65%	83.56%
Female	42	42	100.00%	73.81%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	39	39	100.00%	71.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	57	56	98.25%	87.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	38	37	97.37%	70.27%
English Learners	--	--	--	
Students with Disabilities	21	20	95.24%	60.00%
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	116	113	97.41%	41.59%
Male	74	72	97.30%	50.00%
Female	42	41	97.62%	26.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	39	39	100.00%	17.95%
Native Hawaiian or Pacific Islander	--	--	--	
White	57	54	94.74%	51.85%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	38	37	97.37%	27.03%
English Learners	--	--	--	
Students with Disabilities	21	20	95.24%	20.00%
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%	56.0%	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)

HTHNC offers an Arts, Media & Entertainment CTE Pathway.
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Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	60
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	99.2%

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	17.6%	20.6%	32.4%

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)

High Tech High North County’s Parent Association has been active for the last year and has been instrumental in communicating with parents and getting more parents involved in making decisions that positively affect student learning out comes. The Parent Association holds monthly meetings. Parents have ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs by way of a grant program, foster a positive social environment for students from all communities, provide optimal nutrition to students during testing times throughout the year, and communicate to all members of the HTHNC community via a HTH parent e-newsletter and weekly news blast. The parent website can be found at www.parentpage.org

State Priority: Pupil Engagement

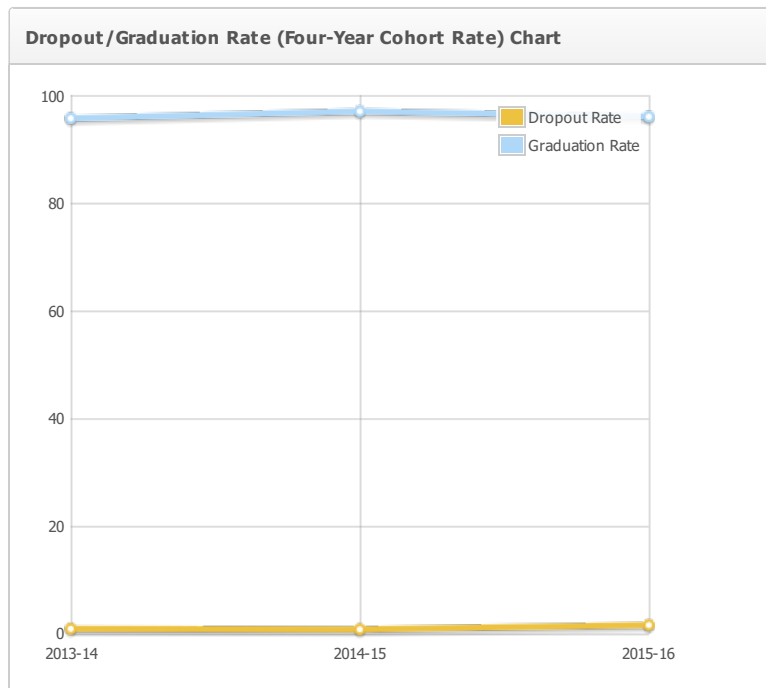
Last updated: 2/1/2018

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	0.9%	0.8%	1.6%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	95.7%	97.0%	96.0%	--	--	--	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	97.6%	97.8%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	97.0%	98.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	97.5%	97.8%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	42.9%	55.4%
Students with Disabilities	85.2%	84.4%	63.9%
Foster Youth	0.0%	0.0%	68.2%

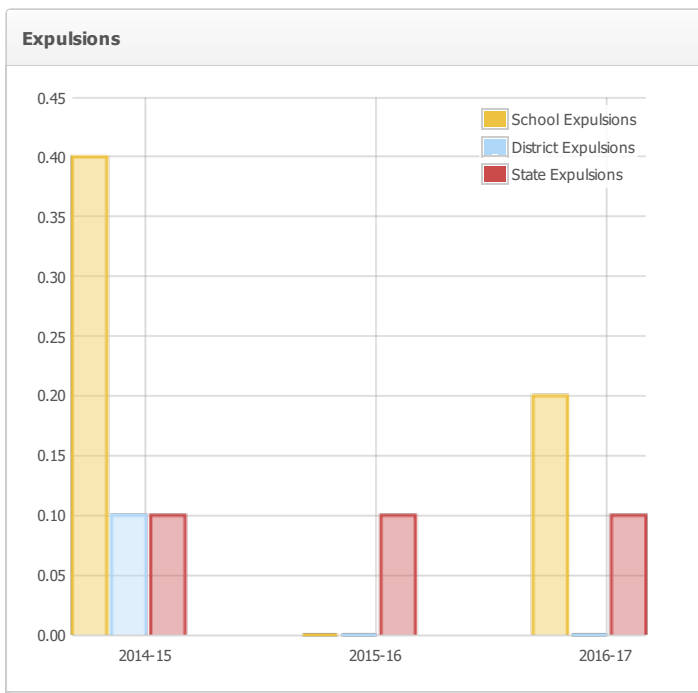
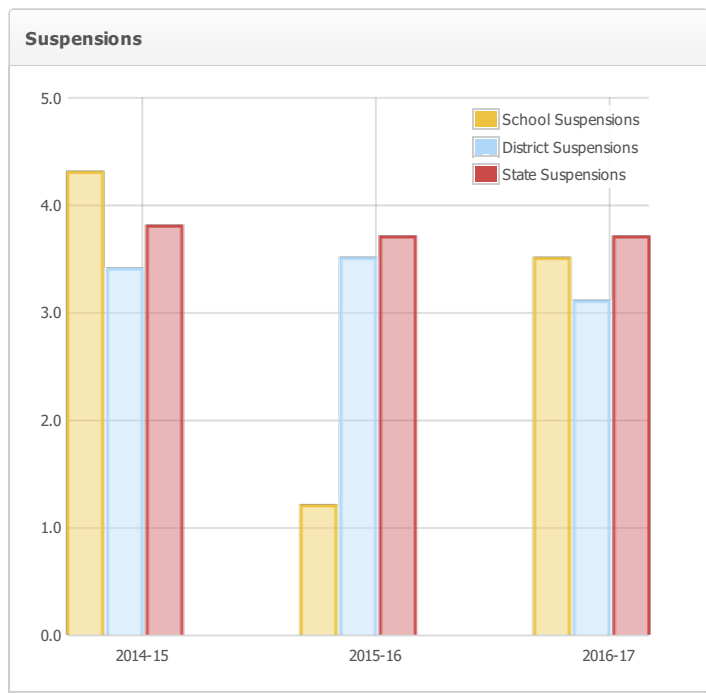
State Priority: School Climate

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	4.3%	1.2%	3.5%	3.4%	3.5%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.0%	0.2%	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 North County updates its safety practices yearly and the safety plan is on file at the front desk and in each classroom. All students practice evacuation procedures multiple times each year. School evacuation maps are strategically located throughout the school. The safety plan 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 North County'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 are in place to insure an effective response. HTHNC 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: HTHNC 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	16.0	24	6	0	16.0	25	5	0	26.0	3	12	0
Mathematics	18.0	19	8	0	18.0	20	4	0	22.0	6	12	0
Science	18.0	21	6	0	18.0	16	4	0	25.0	3	8	0
Social Science	11.0	6	0	0	0.0	0	0	0	19.0	3	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)	4.0	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)	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	\$10713.0	\$1808.0	\$8905.0	\$57908.0
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	30.1%	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)

HTHNC uses funds to offer extra curricular sports and tutoring for all students.

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 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 HTHNC participate in a 7 day "Odyssey." During the Odyssey, HTHNC 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 month. 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: HTHNC 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 other's 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.

Last updated: 1/30/2018