

High Tech Middle 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.



Casey Salmon, Administrator

Principal, High Tech Middle Media Arts

About Our School

Casey Salmon has taught at a variety of grade levels over the past sixteen years. After graduating from Westmont College, she moved to Houston, Texas where she taught third grade for two years with a program called Teach for America. Those two years were eye-opening and completely changed her views on education. She became passionate about ensuring that all students had an equal opportunity to be successful.

Missing California, Casey moved to San Diego in the summer of 2002. She spent a year working at a small, private school in North County, where she taught English to 6th-9th graders who needed more individual attention and smaller classroom sizes than their neighborhood schools could provide. Through this experience she was inspired to return to school to learn more about how to meet the needs of students with learning challenges. She received her Education Specialist credential from San Diego State University in 2005, and completed her M. Ed in Education with an emphasis in Special Education from Point Loma Nazarene University in 2007.

This will be Casey's 14th school year working for the High Tech High organization. She worked at HTH as an Inclusion Specialist for a year and has spent the rest of her time working at HTM as an Inclusion Specialist and supporting school leadership through the role of Associate Director. She has been the Director of HTMMA since June 2016. She truly loves her job and feels very lucky to have the opportunity to work with such amazing teachers and students. For fun she enjoys playing with her two year old twins, training for triathlons, reading, scuba diving, traveling and cooking.

Contact

High Tech Middle Media Arts
2230 Truxtun Rd., 2nd Fl.
San Diego, CA 92106-6125

Phone: 619-243-5014

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Web Site	www.sandi.net

School Contact Information (School Year 2017-18)	
School Name	High Tech Middle Media Arts
Street	2230 Truxtun Rd., 2nd Fl.
City, State, Zip	San Diego, Ca, 92106-6125
Phone Number	619-243-5014
Principal	Casey Salmon, Administrator
Web Site	www.hightechhigh.org/schools/htmma
County-District-School (CDS) Code	37683380107573

Last updated: 1/30/2018

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

HTMMA offers a fun yet challenging, technologically-rich, project-based learning environment for 6th to 8th graders. Diverse groups of students collaborate to solve problems, complete tasks, and CREATE. The walls boast student-crafted projects, and provide a small glimpse into the creative minds of our students and teachers.

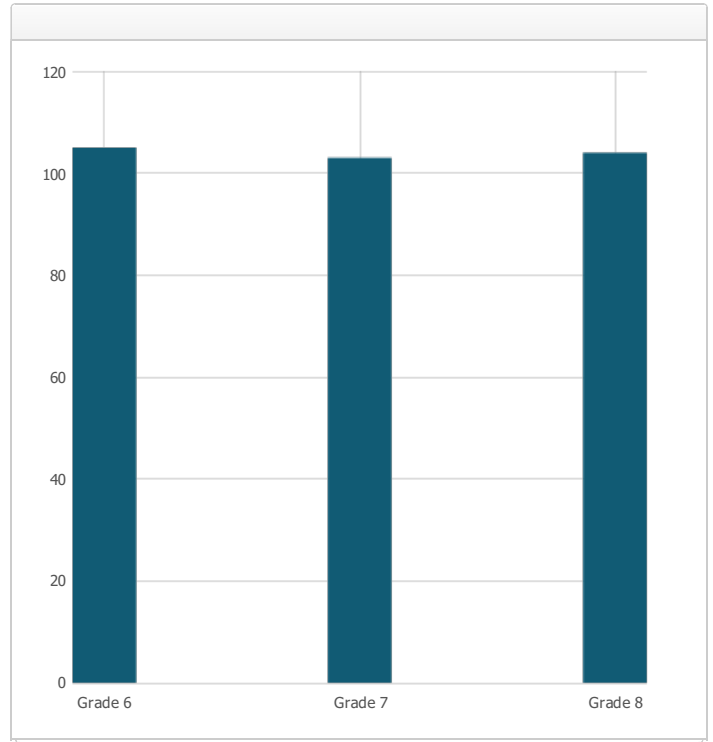
At HTMMA, teachers design the project-based curriculum. They focus on personalization, tapping into student interests to make learning relevant, and developing 21st century skills such as critical thinking, effective communication, deep content knowledge, collaboration, and creativity. Each year, students team with a humanities teacher, a math/science teacher, and a Fine Art , Drama, or Multimedia teacher.

In early spring, HTMMA students participate in a unique two-week intensive course called Intersession, where teachers engage students in a topic about which they are passionate. Previous courses have included engineering and physics, oceanography, theater productions, service learning projects, space exploration,backpacking, and much more.

Last updated: 2/1/2018

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

Grade Level	Number of Students
Grade 6	105
Grade 7	103
Grade 8	104
Total Enrollment	312



Last updated: 1/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	7.7 %
American Indian or Alaska Native	0.6 %
Asian	4.8 %
Filipino	4.2 %
Hispanic or Latino	45.2 %
Native Hawaiian or Pacific Islander	0.6 %
White	32.1 %
Two or More Races	4.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.7 %
English Learners	8.3 %
Students with Disabilities	14.1 %
Foster Youth	0.0 %

Last updated: 1/30/2018

A. Conditions of Learning

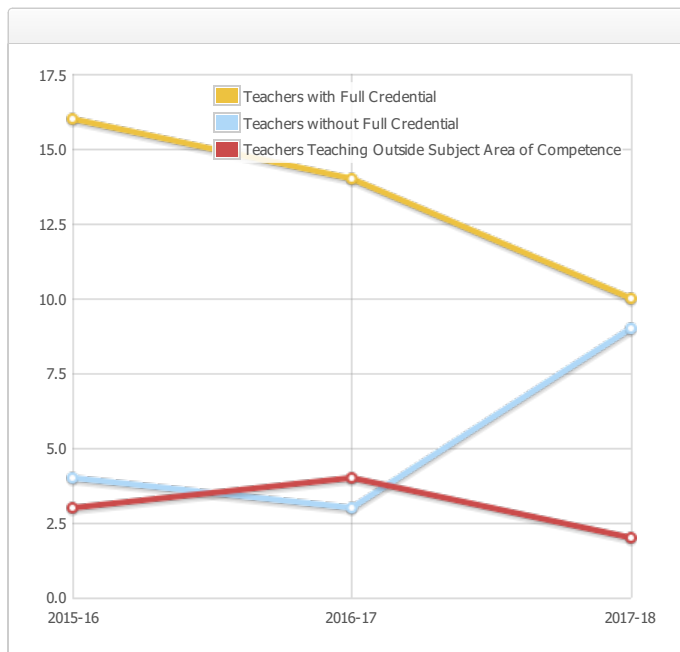
State Priority: Basic

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

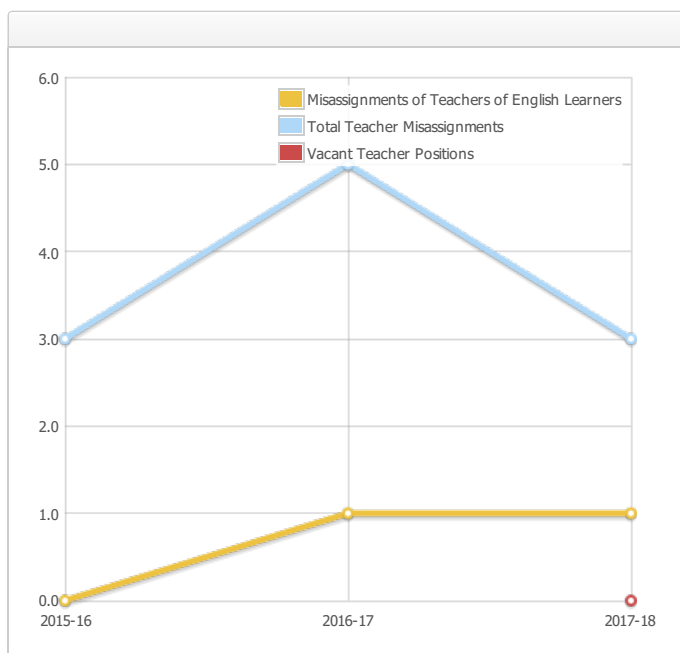
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	14	10	
Without Full Credential	4	3	9	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	4	2	



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	3	5	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

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 students 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 students 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 students 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 students 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 students 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 students 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 students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

HTMMA occupies the second 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: 1/30/2018

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)	62%	54%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	40%	36%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	300	98.04%	53.67%
Male	152	148	97.37%	45.27%
Female	154	152	98.70%	61.84%
Black or African American	27	25	92.59%	40.00%
American Indian or Alaska Native	--	--	--	
Asian	15	15	100.00%	66.67%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	137	136	99.27%	40.44%
Native Hawaiian or Pacific Islander	--	--	--	
White	102	99	97.06%	68.69%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	145	142	97.93%	38.03%
English Learners	68	68	100.00%	30.88%
Students with Disabilities	45	42	93.33%	11.90%
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	306	301	98.37%	35.55%
Male	152	149	98.03%	36.24%
Female	154	152	98.70%	34.87%
Black or African American	27	25	92.59%	28.00%
American Indian or Alaska Native	--	--	--	
Asian	15	15	100.00%	73.33%
Filipino	12	12	100.00%	25.00%
Hispanic or Latino	137	136	99.27%	20.59%
Native Hawaiian or Pacific Islander	--	--	--	
White	102	100	98.04%	52.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	145	143	98.62%	20.98%
English Learners	68	68	100.00%	
Students with Disabilities	44	42	95.45%	
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)	57.0%	53.0%	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
7	17.8%	22.8%	28.7%

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: 1/31/2018

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)

The High Tech Middle 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 second Thursday 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 HTMMA community on an on-going basis to discuss student achievement. HTMMA parents also communicate via e-newsletter and weekly news blasts to HTMMA parents, students, and teachers. The parent website is also available.

State Priority: Pupil Engagement

Last updated: 1/31/2018

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

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

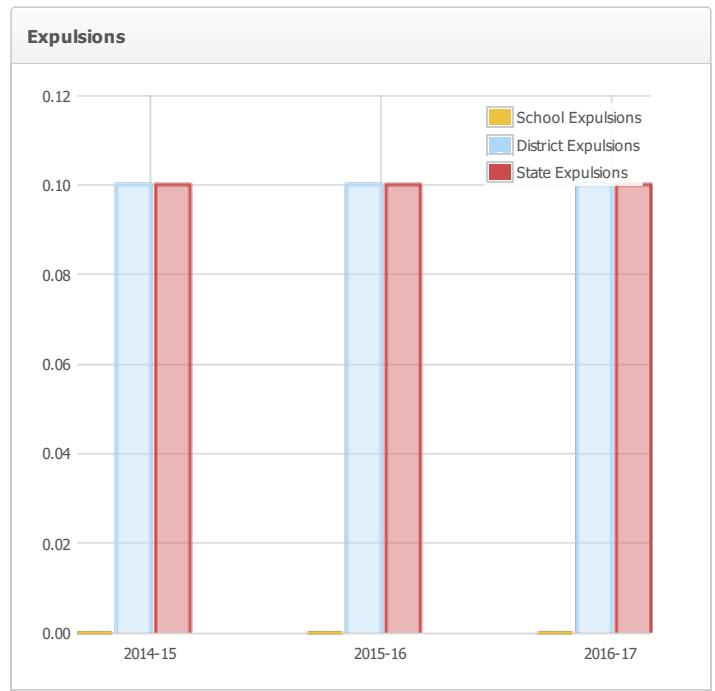
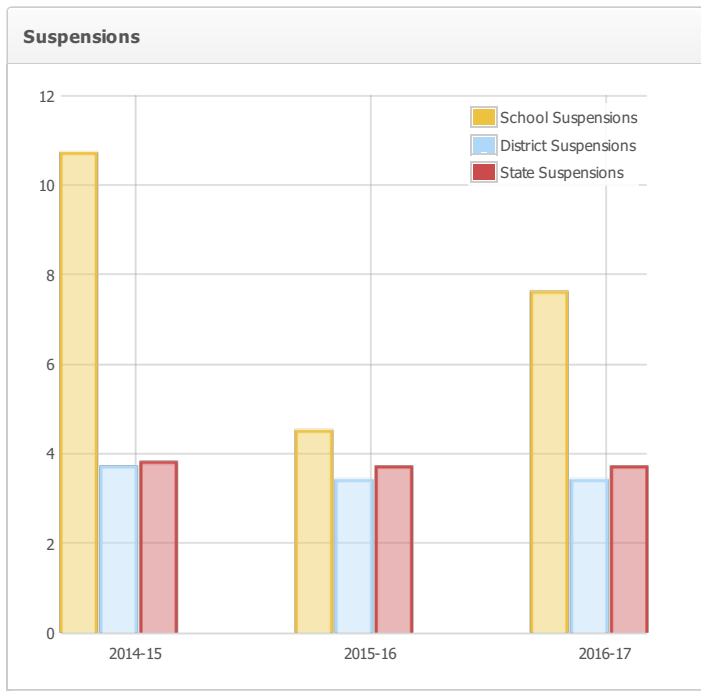
State Priority: School Climate

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	10.7%	4.5%	7.6%	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 Middle Media Arts 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 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. HTMMA'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. HTMMA will minimize 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: HTMMA 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. HTMMA combats the alienation of adolescence and the anonymity of most urban 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. HTMMA 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 Middle 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. A student suspension or expulsion may only be applied with the approval of the Site Director.

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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	26.0	0	12	0	26.0	0	12	0	26.0	0	12	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2018

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	27.0	0	8	0	26.0	0	8	0	26.0	0	8	0
Mathematics	27.0	0	8	0	26.0	0	8	0	30.0	0	6	1
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	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: 2/1/2018

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)	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: 1/31/2018

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	\$9690.0	\$1102.0	\$8589.0	\$53766.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-35.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	26.6%	-38.3%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

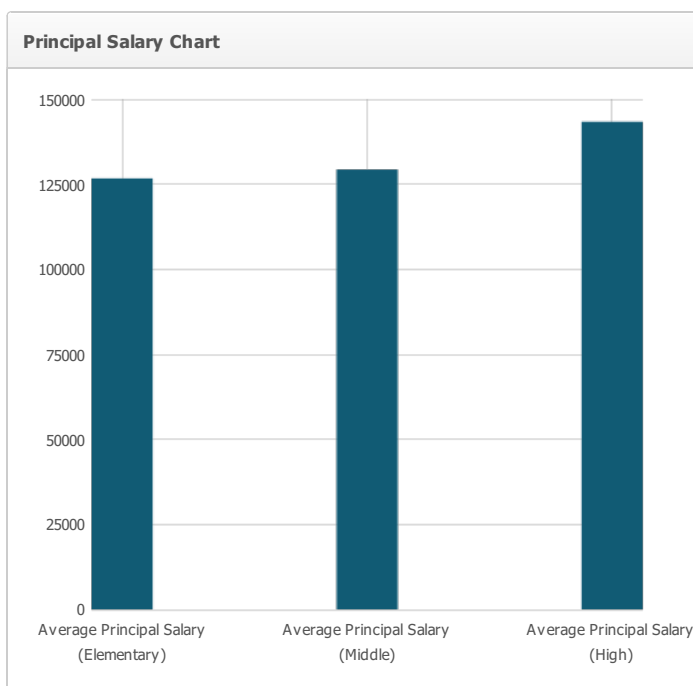
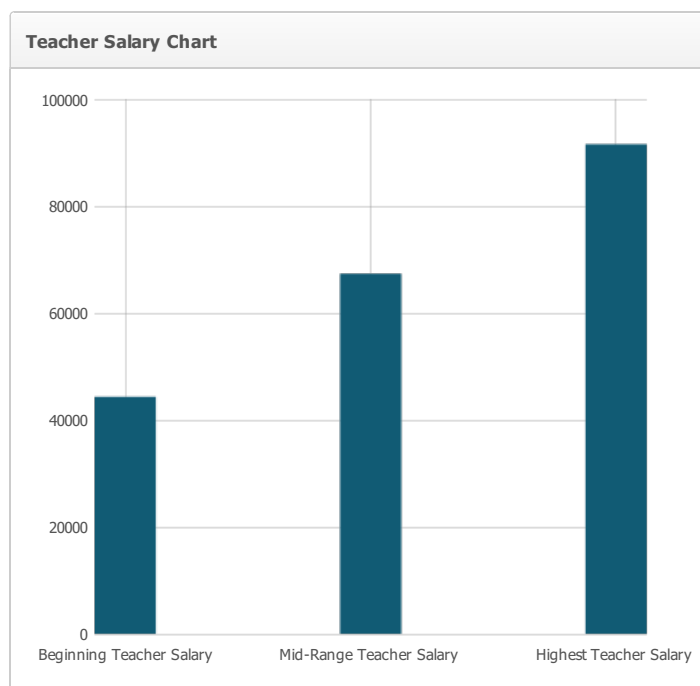
The school funds activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and yoga. Students are also able to go on field trips and camps. High Tech Middle Media Arts also offers a comprehensive before and after school program.

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

Faculty members at High Tech Middle Media Arts will participate in ongoing professional development.

This will normally include:

- Regular meetings, 45 minutes per day, without students, for collaboration and program development

- 3 weekly student/faculty team meetings
- Weekly all-staff meetings
- Various development workshops throughout the year
- Two-week long teacher preparation session in August before the opening of school
- A week-long session during winter break
- Several day-long professional development sessions

Last updated: 1/31/2018