High Tech Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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 at https://dq.cde.ca.gov/dataquest/ 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.

Robin Rubenstein, Administrator

Principal, High Tech Elementary

About Our School

Robin is excited to continue her work at HTH as the Director of High Tech Elementary. For the past several years Robin has supported instructional design and practice across several HTH elementary schools and was the founding Leadership Resident at HTe as part of the HTH Graduate School of Education.

Prior to her work at HTH, Robin was the Elementary School Principal at DREAM Charter School in New York City and a founding special education teacher at Harlem Success Academy. Robin received her bachelor's degree from the University of Arizona's School of Education, a master's degree in Special Education with a focus in Learning Disabilities from Hunter College in New York City, and a master's degree in School Leadership from the HTH Graduate School of Education.

Robin is passionate about equity in education, constructivist learning, and teaching students with learning differences. When she's not at school she loves spending time with her husband and two daughters (both HTe students), long days at the beach, dancing, and snuggle time.

She is committed to her own continuing education and work with the staff, students, and families at HTH as we work together to prepare our children for an amazing future!

Principal's Comment

Anne Worrall believes that small children's intellect and capacity for mischief are often vastly underestimated by adults. She has been committed to exploring this theory for more than two decades as an Elementary school teacher and principal.
Anne holds a B.A. in International Relations and an Administrative Services credential from the University of San Diego, a California State Bilingual Crosscultural Language & Academic Development Certificate, as well as a Masters of Education in Cross-Cultural Teaching. She is currently the Director of High Tech Elementary in Point Loma. Anne enjoys continuously reassessing her understanding of the world, partly as a result of interacting with her daughter. She looks forward to learning and laughing each day with the High Tech High crowd.

Contact

High Tech Elementary
2150 Cushing Rd.
San Diego, CA 92106-6189

Phone: 619-564-6700
E-mail: ckim@hightechhigh.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2018—19)	
School Name	High Tech Elementary
Street	2150 Cushing Rd.
City, State, Zip	San Diego, Ca, 92106-6189
Phone Number	619-564-6700
Principal	Robin Rubenstein, Administrator
E-mail Address	ckim@hightechhigh.org
Web Site	www.hightechhigh.org
County-District-School (CDS) Code	37683380131565

Last updated: 2/4/2019

School Description and Mission Statement (School Year 2018—19)

High Tech High schools are guided by four connected design principles—equity, personalization, authentic work, and collaborative design—that set inspirational 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 mutualrespect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.
Authentic Work

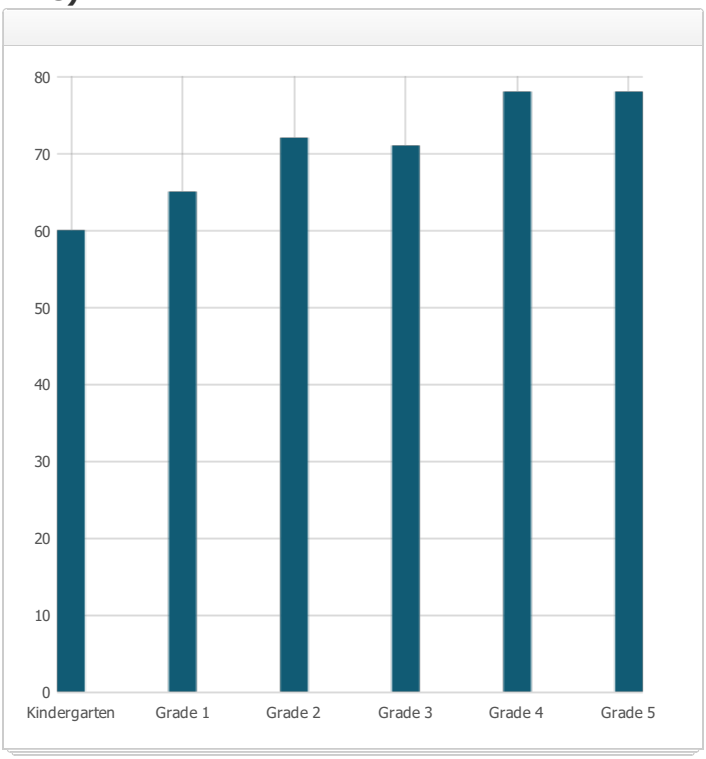
High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to 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 functions as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

Last updated: 2/4/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	65
Grade 2	72
Grade 3	71
Grade 4	78
Grade 5	78
Total Enrollment	424



Last updated: 2/4/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	6.6 %
American Indian or Alaska Native	1.7 %
Asian	5.4 %
Filipino	2.4 %
Hispanic or Latino	46.2 %
Native Hawaiian or Pacific Islander	%
White	32.8 %
Two or More Races	5.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.3 %
English Learners	15.3 %
Students with Disabilities	6.1 %
Foster Youth	%

A. Conditions of Learning

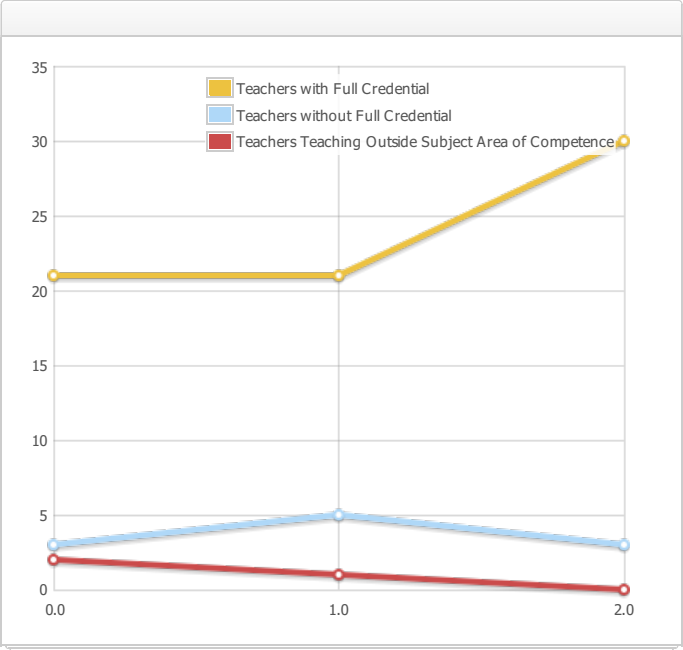
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	30	
Without Full Credential	3	5	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	0	



Last updated: 2/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments*	4	3	1
Vacant Teacher Positions		0	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: 2/4/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Mathematics	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
History-Social Science	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Foreign Language	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Health	High Tech Elementary 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, HTE students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Visual and Performing Arts	High Tech Elementary 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, HTE 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: 2/4/2019

School Facility Conditions and Planned Improvements

HTE is a 41,464 square foot, two-story, elementary school that was built in 2015. 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.

Last updated: 2/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

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:

Overall Rating	Exemplary

Last updated: 2/4/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	46.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	38.0%	43.0%	45.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 2/4/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	220	96.92%	45.91%
Male	115	112	97.39%	46.43%
Female	112	108	96.43%	45.37%
Black or African American	17	15	88.24%	40.00%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	58.33%
Filipino	--	--	--	
Hispanic or Latino	110	108	98.18%	33.33%
Native Hawaiian or Pacific Islander				
White	67	65	97.01%	60.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	125	120	96.00%	35.83%
English Learners	35	34	97.14%	20.59%
Students with Disabilities	31	27	87.10%	22.22%
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: 2/4/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	220	96.92%	37.73%
Male	115	112	97.39%	37.50%
Female	112	108	96.43%	37.96%
Black or African American	17	15	88.24%	20.00%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	41.67%
Filipino	--	--	--	
Hispanic or Latino	110	108	98.18%	25.93%
Native Hawaiian or Pacific Islander				
White	67	65	97.01%	52.31%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	125	120	96.00%	25.83%
English Learners	35	34	97.14%	20.59%
Students with Disabilities	31	27	87.10%	11.11%
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: 2/4/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/4/2019

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

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

High Tech Elementary's 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 at the school site. Parents have an active voice at HTE. 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 community via a parent e-newsletter and weekly news blast.

State Priority: Pupil Engagement

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

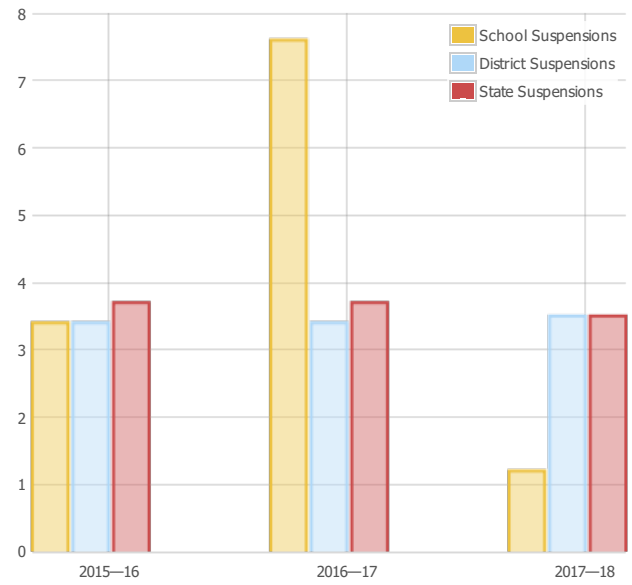
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

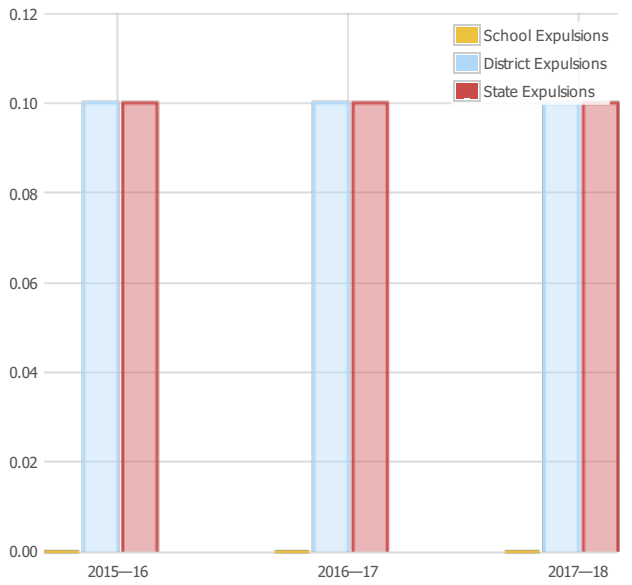
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.4%	7.6%	1.2%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 2/4/2019

School Safety Plan (School Year 2018—19)

HTE 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. HTE's primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and operations plans are in place to insure an effective response. The school 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: HTE is prepared to assist students and staff in their emotional recovery from an emergency. We consult with outside partners in counseling and emotional support services.

Last updated: 2/4/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3		
1	19.0	3		
2	22.0		3	
3	21.0	1	2	
4	25.0		3	
5	26.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	19.0	3		
2	20.0	3		
3	21.0	1	2	
4	25.0		3	
5	26.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	3		
1	22.0		3	
2	24.0		3	
3	24.0		3	
4	26.0		3	
5	26.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 2/4/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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: 2/4/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	6.0	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: 2/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10565.0	$1628.0	$8937.0	$55967.0
District	N/A	N/A	$6754.0	$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/4/2019

Types of Services Funded (Fiscal Year 2017—18)

HTE students are able to go on field trips and camps throughout the school year. We also offer a comprehensive before and after school program that is geared toward enrichment and support.

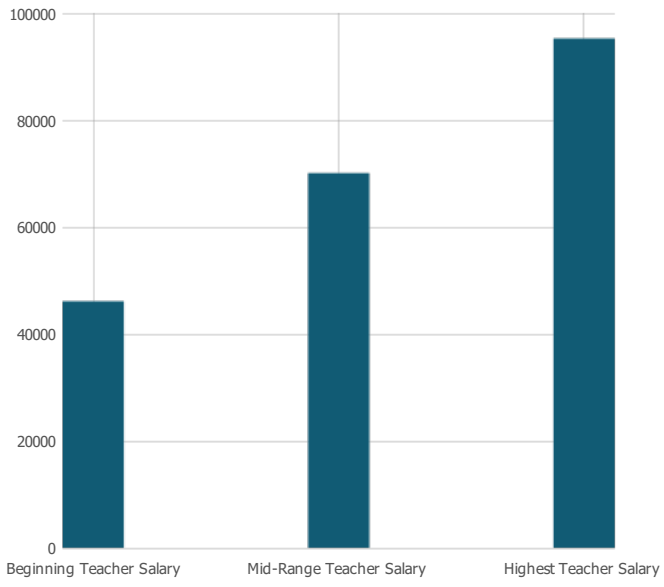
Last updated: 2/4/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

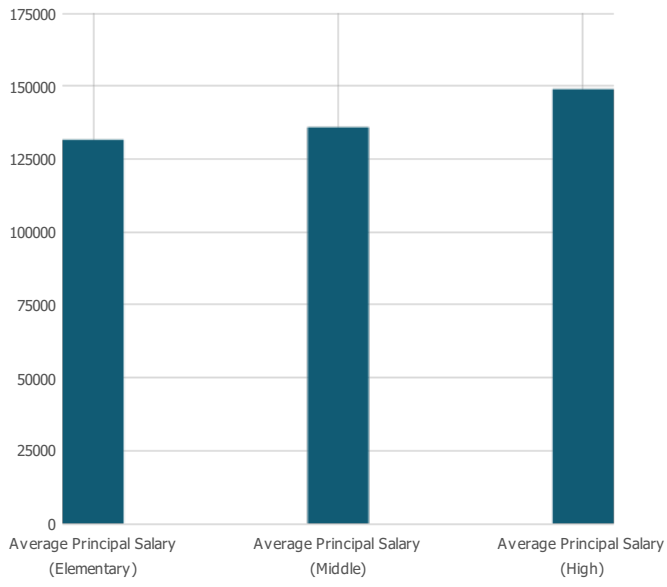
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,124	$47,903
Mid-Range Teacher Salary	$70,086	$74,481
Highest Teacher Salary	$95,262	$98,269
Average Principal Salary (Elementary)	$131,580	$123,495
Average Principal Salary (Middle)	$135,867	$129,482
Average Principal Salary (High)	$148,932	$142,414
Superintendent Salary	$275,000	$271,429
Percent of Budget for Teacher Salaries	36.0%	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 https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/4/2019

Professional Development

HTE's current director works closely with Larry Rosenstock to ensure only the highest instructional quality. HTE has hired a diverse group of teachers. They are a mix of master teachers, newly trained teachers, and credentialed individuals from industry with strong content knowledge. The schools team approach to teaching will make the best use of their varied levels of content know ledge and teaching experience.

Faculty members participate in ongoing professional development. It 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 HTE participate in a 7 day "Odyssey." During the Odyssey, HTE 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: HTE utilizes "collegial coaching", a peer observation protocol, to encourage reflection. Collegial coaching is done by partnering teachers together w ho 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 w hat they saw and make suggestions for improvement.

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

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