# High Tech Elementary North County

## 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.

## Karen Feitelberg, School Director

📍 Principal, High Tech Elementary North County

### About Our School

Karen Feitelberg has twenty years of experience teaching in independent, charter and public schools. She is thrilled to have joined the dedicated teaching and learning community at High Tech Elementary North County. Karen is passionate about helping students develop their voice, master academic content, think critically, and solve complex problems collaboratively.

Previously Karen taught fourth and fifth grade at the two High Tech elementary schools in Point Loma where she integrated math, science and humanities into projects that engage students in community service and deeper learning. She serves as a mentor and instructor for teachers in the High Tech High Graduate School of Education. Karen also worked in the Solana Beach School District for 10 years.

Prior to teaching elementary school, Karen had a career as a manager in an internationally respected technology company. She holds a BS from the University of North Carolina at Chapel Hill, an MBA from The Wharton School of the University of Pennsylvania, and a teaching credential from Point Loma Nazarene University.

### Contact

*High Tech Elementary North County*
*1480 West San Marcos Blvd.*
*San Marcos, CA 92078-4017*

*Phone: 760-759-2785*
*E-mail: ckim@hightechhigh.org*

# About This School

## Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|---|---|
| **District Name** | SBC - High Tech High |
| **Phone Number** | (619) 243-5014 |
| **Superintendent** | Larry Rosenstock |
| **E-mail Address** | lrosenstock@hightechhigh.org |
| **Web Site** | www.hightechhigh.org |

| School Contact Information (School Year 2018—19) | |
|---|---|
| **School Name** | High Tech Elementary North County |
| **Street** | 1480 West San Marcos Blvd. |
| **City, State, Zip** | San Marcos, Ca, 92078-4017 |
| **Phone Number** | 760-759-2785 |
| **Principal** | Karen Feitelberg, School Director |
| **E-mail Address** | ckim@hightechhigh.org |
| **Web Site** | www.hightechhigh.org |
| **County-District-School (CDS) Code** | 37764710127605 |

*Last updated: 2/10/2019*

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

Learning at High Tech Elementary North County (HTENC) is rooted in project-based learning. This means that our faculty guides our students through the creation of projects designed to develop their understanding of the world around them. Students are immersed in the process of learning: exploring, discussing, designing, reflecting, and refining. They create something together that demonstrates their new understandings to a real audience, often outside the school walls.

At HTENC, students examine information from "expert" adults, primary source documents, other teachers, Internet resources and each other. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success at middle school and beyond.

Over the course of the year, students build upon what they have learned, in preparation for the next grade. HTENC serves approximately 396 students in grades Kindergarten through Five. Our school will always be small, allowing our children and adults to form close relationships that challenge and nurture each child as an individual. Class sizes are kept at 25 students or fewer to best support each student's unique personality, interests, and needs.

Students are not separated by ability or skill into different classrooms or programs. HTENC teachers and staff deeply believe that all students have gifts and talents and needs, and we support them within our classrooms. Accordingly, we do not have separate GATE or Special Education rooms.

What a child accomplishes as a result of study is tremendously important. Most assessment at High Tech Elementary North County will be performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel (usually comprised of teachers, community members, and other students). Students also receive direct instruction in mathematics and literacy based on assessments and needs. Our students are given traditional exams and tests sparingly. At High Tech Elementary North County, the measure of accomplishment lies primarily in the students' ability to explain or demonstrate his/her learning from the beginning of the project to the end at Exhibitions and in student-led conferences.

*Last updated: 2/10/2019*

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 65 |
| Grade 1 | 65 |
| Grade 2 | 66 |
| Grade 3 | 66 |
| Grade 4 | 66 |
| Grade 5 | 66 |
| Total Enrollment | 394 |
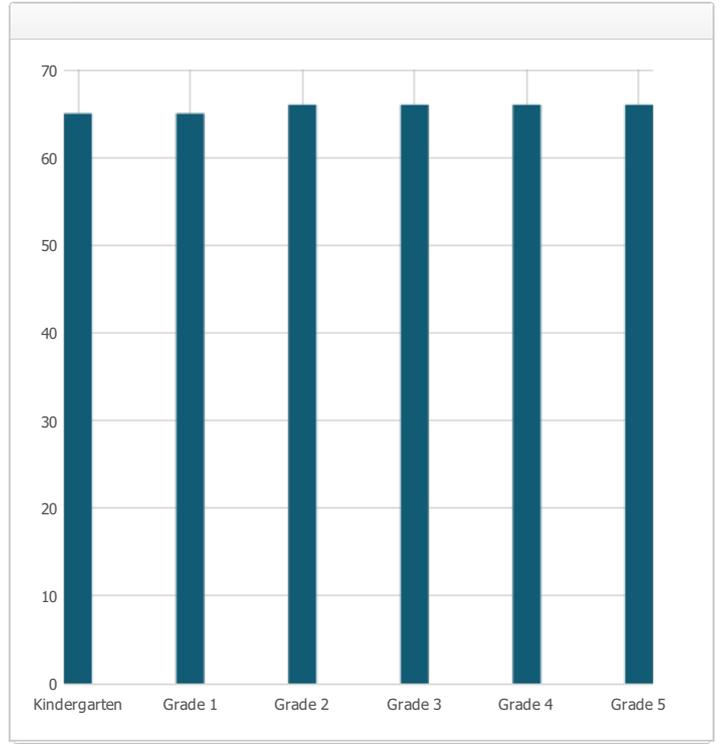
*Last updated: 2/10/2019*

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.3 % |
| American Indian or Alaska Native | 0.5 % |
| Asian | 2.8 % |
| Filipino | 2.0 % |
| Hispanic or Latino | 55.8 % |
| Native Hawaiian or Pacific Islander | 0.3 % |
| White | 31.0 % |
| Two or More Races | 5.1 % |
| Other | 0.2 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 61.7 % |
| English Learners | 28.4 % |
| Students with Disabilities | 9.1 % |
| 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 | 20 | 24 | 25 | |
| Without Full Credential | 2 | 3 | 2 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |
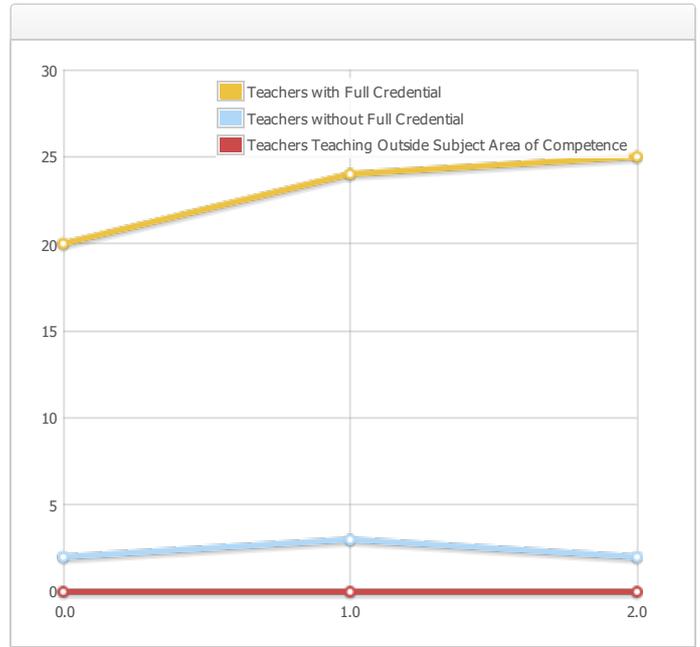


*Last updated: 2/10/2019*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 1 | 2 | 1 |
| Total Teacher Misassignments* | 1 | 2 | 1 |
| Vacant Teacher Positions | | 0 | 0 |
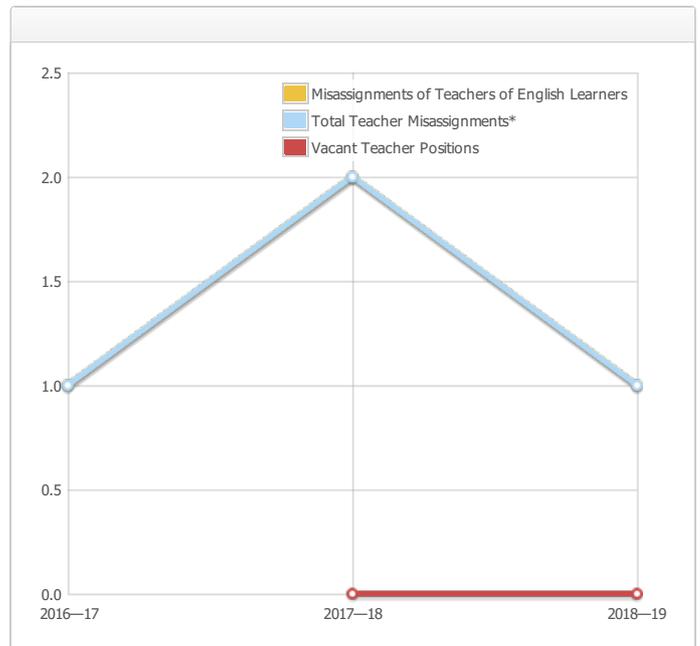


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 2/10/2019*

# 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 North County uses a wide variety of curriculum resources that enable teachers to differentiate instruction to meet the needs of each student. Teachers use curriculum including Teacher College Reading and Writing Units of Study, Project GLAD and in the lower grades, Wilson Language Training, to support student learning.   Teachers participate in frequent professional development, improvement work, and lesson studios to continue to craft their practices in literacy instruction and to meet the needs of our diverse student population.<br><br>Teachers integrate literacy standards in project design and access TCRW Units of Study, Project GLAD resources, online adaptive text books and articles, novels, academic journals, primary resources, and other curriculum to support effective and differentiated reading and writing practices in the classroom..<br><br>HTENC students publicize much of their work online at http://www.hightechhigh.org/projects and on our school website. | Yes | 0.0 % |
| Mathematics | High Tech Elementary North County uses a variety of mathematics resources that enable teachers to differentiate instruction to meet the needs of each student. Teachers have implemented Cognitive Guided Instruction, math routines,  and a scope a sequence that includes TERC Investigations and Context for Learning curriculum.<br><br>Our goal is to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments in rigorous discourse, and model with mathematics.  Teachers participate in professional development, mathematical improvement networks, and lesson studios to continue to improve their pedagogy.  Project GLAD resources are integrated in mathematical learning to support academic vocabulary learning. | | 0.0 % |
| Science | High Tech Elementary North County faculty collaborate with a variety of local conservancies and universities, National Parks, and curriculum and standards that enable teachers to differentiate instruction and engage student learning in field work experiences to best meet the needs of each student.<br><br>In addition, a core group of teachers participate in a NGSS grant to further science content knowledge and lesson study with our faculty. Teachers participate in planning lesson studios and attend frequent professional development in the NGSS network of learning.  Our science and engineering teachers collaborate with classroom teachers to integrate NGSS standards in projects with all grade level teams.  Project GLAD resources are integrated in projects to allow access to all students.<br><br>HTENC students publicize much of their work online at http://www.hightechhigh.org/projects and on our school website. | | 0.0 % |
| History-Social Science | High Tech Elementary North County faculty collaborate with a variety of local resources and universities to engage student learning about local and national history.  Faculty use curriculum including online resources that represent the diversity of our student population, adaptive text books, novels, academic journals, primary resources, and local experts to best meet the needs of our diverse population of students and families.  Project GLAD resources and field work are integrated in projects to allow access to all students.<br><br>HTENC students publicize much of their work online at http://www.hightechhigh.org/projects and on our school website. | | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | The social emotional health of our students is of utmost importance to faculty at High Tech Elementary North County.  We have implemented Positive Discipline at our school and teachers participate in hours of professional development.  In addition, some faculty are trained as parent educators in order to support our families.   We continue to participate in professional development to help us develop our trauma informed skills and our faculty works closely with our campus psychologist and student support coordinator to support student social and emotional skills and health. | | 0.0 % |
| Visual and Performing Arts | High Tech Elementary teachers collaborate with a visual and performing arts teacher in all projects.  Our arts education allows students to create visions, set goals, and critique and evaluate their work.  In addition, our arts education teacher collaborates with grade level teachers and implements and applies arts standards in project work.  The arts teachers is also responsible for curation in our building in collaboration with students and teachers.  Teachers participate in professional development to integrate the arts in all projects. | | 0.0 % |
| Science Lab | N/A | N/A | 0.0 % |

Eqpmt (Grades 9-
12)

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

## School Facility Conditions and Planned Improvements

HTENC is a 31,474 square foot, one-story, elementary school built in 20014. 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. This system, shared by HTHNC, will greatly reduce the school's energy bill.

*Last updated: 2/10/2019*

## 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: 2/10/2019*

## 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) | 45.0% | 47.0% | 52.0% | 54.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 32.0% | 41.0% | 30.0% | 32.0% | 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: 2/10/2019*

## 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 | 197 | 194 | 98.48% | 46.91% |
| Male | 99 | 97 | 97.98% | 43.30% |
| Female | 98 | 97 | 98.98% | 50.52% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 108 | 107 | 99.07% | 32.71% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 55 | 53 | 96.36% | 62.26% |
| Two or More Races | 15 | 15 | 100.00% | 73.33% |
| Socioeconomically Disadvantaged | 119 | 116 | 97.48% | 31.03% |
| English Learners | 60 | 60 | 100.00% | 31.67% |
| Students with Disabilities | 30 | 30 | 100.00% | 23.33% |
| 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: 2/10/2019*

## 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 | 197 | 194 | 98.48% | 41.15% |
| Male | 99 | 97 | 97.98% | 44.79% |
| Female | 98 | 97 | 98.98% | 37.50% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 108 | 107 | 99.07% | 23.58% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 55 | 53 | 96.36% | 59.62% |
| Two or More Races | 15 | 15 | 100.00% | 80.00% |
| Socioeconomically Disadvantaged | 119 | 116 | 97.48% | 27.19% |
| English Learners | 60 | 60 | 100.00% | 22.03% |
| Students with Disabilities | 30 | 30 | 100.00% | 17.86% |
| 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: 2/10/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| 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: 2/10/2019*

## CAASPP Test Results in Science for All Students
## Grades Five, Eight and High School
## 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 |
|---|---|---|---|---|---|---|

# 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)

HTENC is dedicated to working with parents as partners in all of our our school work. Teachers communicate via weekly emails to parents which highlight field work and classroom work and home-school connections. We also publish a weekly parent newsletter to our entire community. All emails are translated in English and Spanish.

Students present their learning to parents at two Exhibitions per year and during two weeks of student-led conferences each year. In addition, teachers write narrative progress reports two times per year to communicate progress and goals for student learning to parents. All communication is provided in both Spanish and English translations.

Two parent organizations on our campus are integrated to support our diverse population. Our Padres Unidos and family outreach coordinator support our Spanish speaking families by organizing parenting classes, literacy and math nights with teachers, information about college preparation, translations in parent meetings, and more. Our Parent Association includes all three schools on campus and supports our entire K-12 community with fundraising events, parenting classes, literacy and math nights with teachers, yearbook collaboration, and more. All meetings and parent communication include Spanish and English translation.

Our campus directors and family outreach coordinate meet two times per year with our families to review our LCAP goals and to participate in collaborative problem solving with parents about how to best reach our goals. These meetings also include Spanish and English translation.

We have developed a strategic student support team (SST) model in order to meet the needs of our struggling students. HTENC has a SST coordinator who works with student support teams (parents, school psychologist, teachers, and admininistrators) to make stronger connections and problem solve with parents to meet the needs of their students.

At HTENC, we appreciate all of the support of parents who chaperone on our field work so that students can participate in authentic work in our community.

# 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

| Rate | School 2015—16 | School 2016—17 | School 2017—18 | District 2015—16 | District 2016—17 | District 2017—18 | State 2015—16 | State 2016—17 | State 2017—18 |
|------|------|------|------|------|------|------|------|------|------|
| Suspensions | 3.2% | 2.1% | 0.8% | 3.5% | 3.1% | 3.2% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
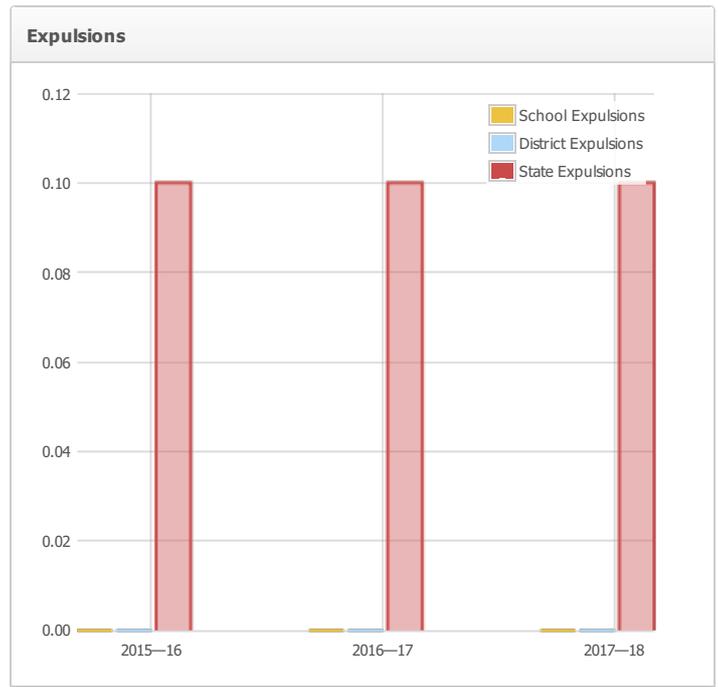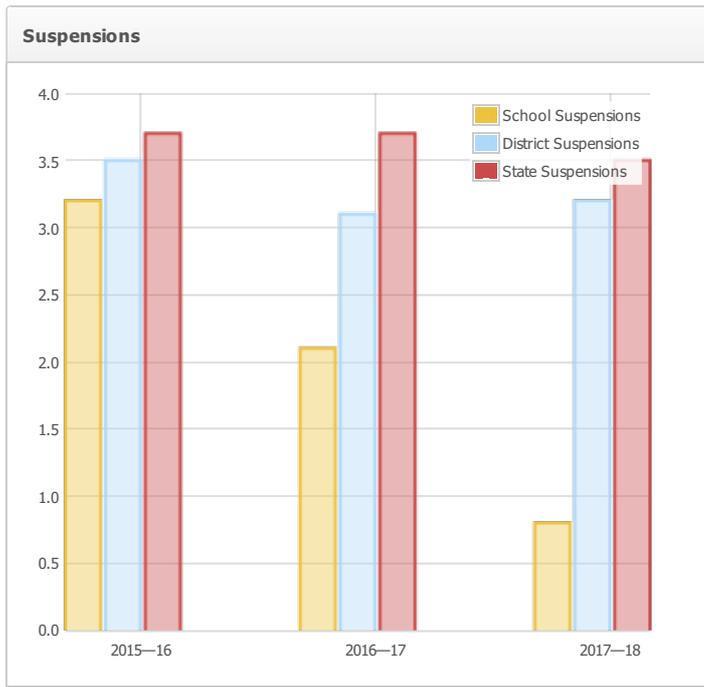




*Last updated: 2/10/2019*

## School Safety Plan (School Year 2018—19)

HTENC 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 each month. 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. HTENC'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: HTENC 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: 2/10/2019*

# 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 *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 20.0 | 3 | | |
| 1 | 20.0 | 3 | | |
| 2 | 20.0 | 3 | | |
| 3 | 22.0 | | 3 | |
| 4 | 24.0 | | 2 | |
| 5 | 23.0 | | 2 | |
| 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 *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 20.0 | 3 | | |
| 1 | 20.0 | 3 | | |
| 2 | 20.0 | 3 | | |
| 3 | 22.0 | | 3 | |
| 4 | 24.0 | | 3 | |
| 5 | 25.0 | | 2 | |
| 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 *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|---|---|---|---|---|
| K | 22.0 | | 3 | |
| 1 | 22.0 | | 3 | |
| 2 | 22.0 | | 3 | |
| 3 | 22.0 | | 3 | |
| 4 | 22.0 | | 3 | |
| 5 | 22.0 | | 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: 2/10/2019*

## 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) | 1.0 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.6 | N/A |
| Resource Specialist (non-teaching) | 3.0 | N/A |
| Other | 3.0 | 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: 2/10/2019*

## 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 | $10818.0 | $2328.0 | $8489.0 | $57879.0 |
| District | N/A | N/A | $6754.0 | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $7125.0 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 2/10/2019*

# Types of Services Funded (Fiscal Year 2017—18)

HTENC 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.

Our student support coordinator and school psychologist help with student problem solving and restorative work. We also adopt the Collaborative Problem Solving work from Ross Greene and all teachers are trained in Positive Discipline. The Positive Discipline instructor consults with classroom teachers regularly.

Lunch bunch teams work on friendship skills with a counselor each week.

Our academic intervention team supports student with lagging skills in mathematics and literacy by double dosing instruction.

Our SST coordinator supports teachers and parents to establish intervention plans for struggling students.

*Last updated: 2/10/2019*

# Professional Development

HTENC's current director works closely with Larry Rosenstock and Janie Griswold to ensure only the highest instructional quality. HTENC 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 knowledge 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.

Veteran staff return to school 8 days before school starts. There are also staff days throughout the year providing an opportunity for teachers to learn from one another and from outside consultants.

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

Teachers arrive one hour before school and stay at least an hour after school to collaborate in regular team planning meetings.

The entire faculty meet each Wednesday afternoon (early dismissal at 12:45) to participate in professional development to support our LCAP goals in mathematics, literacy (reading and writing), social emotional learning, project design and tunings, and restorative practices. 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. Both outside consultants and veteran teachers provide learning opportunities in these weekly meetings.

Teachers participate in improvement networks (Literacy, Mathematics, Social Emotional, Project Based Learning and NGSS) meet regularly to plan professional development and lesson studios. Teachers regularly teach lessons, critique the lesson, and then teach the lesson again. This collaborative practice helps teachers to continue to improve their practice.

It is worth noting that, as part of the HTENC charter management organization, HTENC teachers receive additional professional development support and consultation through the HTH Credential Program and the HTH Graduate School of Education. These collaborations have improved our practices as educators.

*Last updated: 2/10/2019*