

High Tech High 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/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 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.



Mrs. Shani Leader, School Director

Principal, High Tech High North County

About Our School

Shani grew up in Northampton, a college town in Western, Massachusetts. Throughout her life, Shani aspired to find a career where she could be creative and work with kids. Shani loves traveling and learning from other cultures. She studied abroad at The University of Legon in Accra, Ghana during her junior year in college. In 2001, she earned her B.A. in Child Development and Studio Art from Tufts University in Medford, MA. Shani realized that her love of art and children combined well and she went on to get her Masters in Art Education from Tufts and The Museum School of Fine Arts in Boston. Needing to get away from the New England cold, Shani moved to San Diego in 2003. She was a founding teacher at the original High Tech Middle that same year and continued teaching there for three years. Teaching middle school was an amazing experience which showed her that she had a natural ability to inspire young artists. Shani taught Art at High Tech High Media Arts during the 2006-2007 school year and was continuously amazed by the work her high school students created. Knowing that high school students could be so creative when given the opportunity, she jumped at the chance to open another High Tech High in North County San Diego. Shani also saw this as a chance to challenge herself by helping start a new school and learn by working with an energizing leader and innovative staff.

Contact

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

Phone: 760-759-2700
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	rosenstock@hightechhigh.org
Web Site	www.hightechhigh.org

School Contact Information (School Year 2018—19)	
School Name	High Tech High North County
Street	1420 San Marcos Blvd.
City, State, Zip	San Marcos, Ca, 92078-4017
Phone Number	760-759-2700
Principal	Mrs. Shani Leader, School Director
E-mail Address	ckim@hightechhigh.org
Web Site	www.hightechhigh.org
County-District-School (CDS) Code	37764710114694

Last updated: 2/3/2019

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

High Tech High North County 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 North County 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 North County graduates complete the requirements for acceptance into the California public university system.

Personalization

High Tech High North County teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work

High Tech High North County 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.

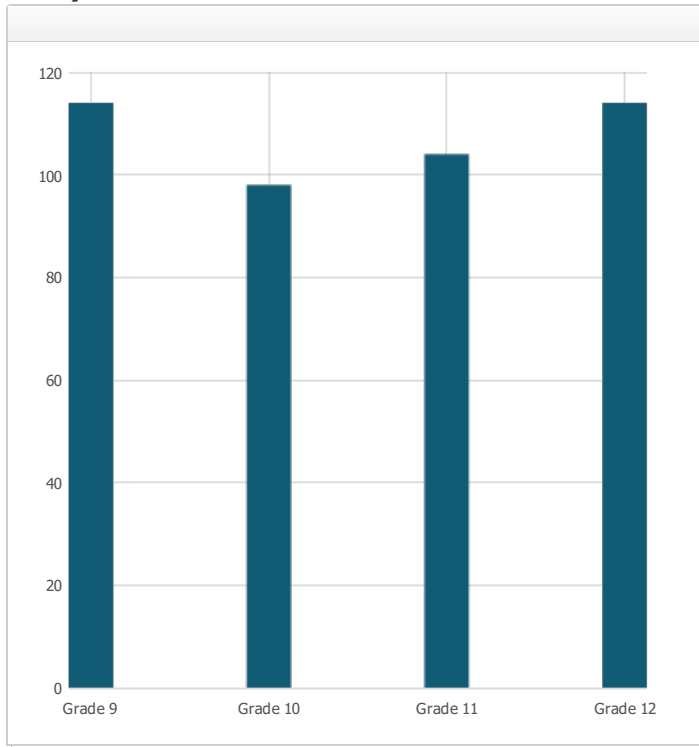
Collaborative Design

High Tech High North County 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: 2/3/2019

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

Grade Level	Number of Students
Grade 9	114
Grade 10	98
Grade 11	104
Grade 12	114
Total Enrollment	430



Last updated: 2/3/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.7 %
Asian	3.3 %
Filipino	2.8 %
Hispanic or Latino	37.0 %
Native Hawaiian or Pacific Islander	0.5 %
White	46.0 %
Two or More Races	7.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.5 %
English Learners	4.9 %
Students with Disabilities	15.6 %
Foster Youth	%

A. Conditions of Learning

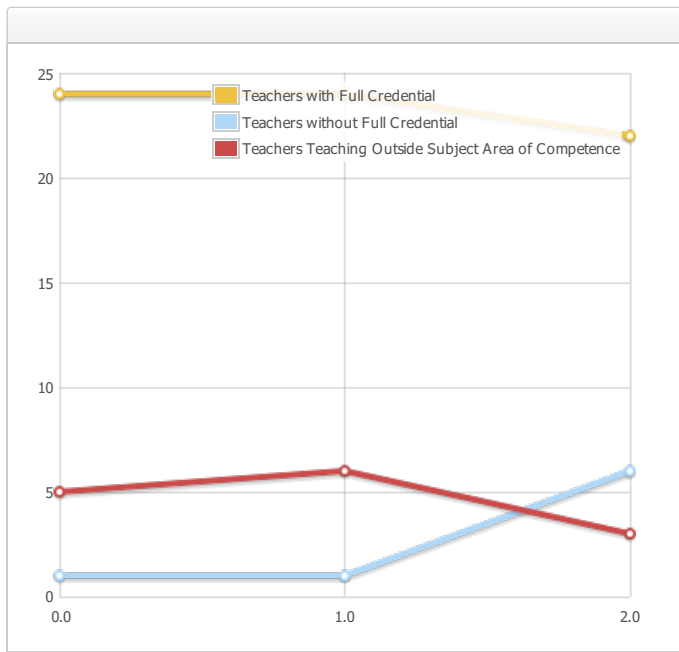
State Priority: Basic

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

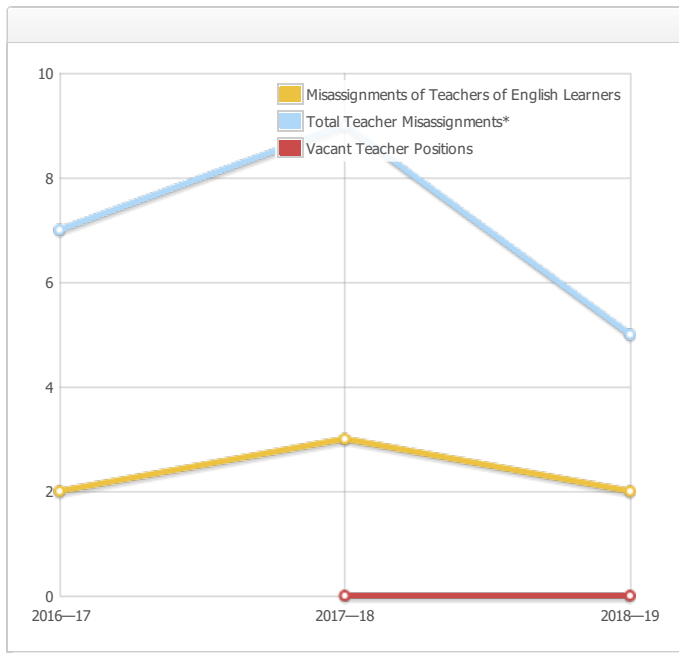
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	24	22	
Without Full Credential	1	1	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	6	3	



Last updated: 2/3/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	3	2
Total Teacher Misassignments*	7	9	5
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: 2/3/2019

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 High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Mathematics	High Tech High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science	High Tech High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
History-Social Science	High Tech High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Foreign Language	High Tech High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Health	High Tech High North County 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, HTHNC students publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Visual and Performing Arts	High Tech High North County 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, HTHNC 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: 2/3/2019

School Facility Conditions and Planned Improvements

HTHNC is a 46,426 square foot, two-story, high school built in 2009. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. A 157 Kw photovoltaic solar system was completed in December of 2016 on the adjacent HTENC Building. This system, shared by HTENC, will greatly reduce the school's energy bill.

Last updated: 2/3/2019

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
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Last updated: 2/3/2019

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)	80.0%	70.0%	52.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	34.0%	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: 2/3/2019

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	99	98	98.99%	70.41%
Male	46	45	97.83%	62.22%
Female	53	53	100.00%	77.36%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	28	28	100.00%	57.14%
Native Hawaiian or Pacific Islander				
White	55	54	98.18%	75.93%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	43	97.73%	58.14%
English Learners	--	--	--	
Students with Disabilities	15	14	93.33%	42.86%
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: 2/3/2019

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	99	98	98.99%	33.67%
Male	46	45	97.83%	40.00%
Female	53	53	100.00%	28.30%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	28	28	100.00%	17.86%
Native Hawaiian or Pacific Islander				
White	55	54	98.18%	44.44%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	43	97.73%	18.60%
English Learners	--	--	--	
Students with Disabilities	15	14	93.33%	14.29%
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: 2/3/2019

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: 2/3/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

High Tech High North County offers career technical courses in engineering, biotechnology, and multimedia. The courses are an integrated part of HTHNC graduation requirements. Students also elect to participate in internships in various fields within CTE.

Last updated: 2/3/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/3/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	96.4%

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 High North County'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 HTHNC. 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

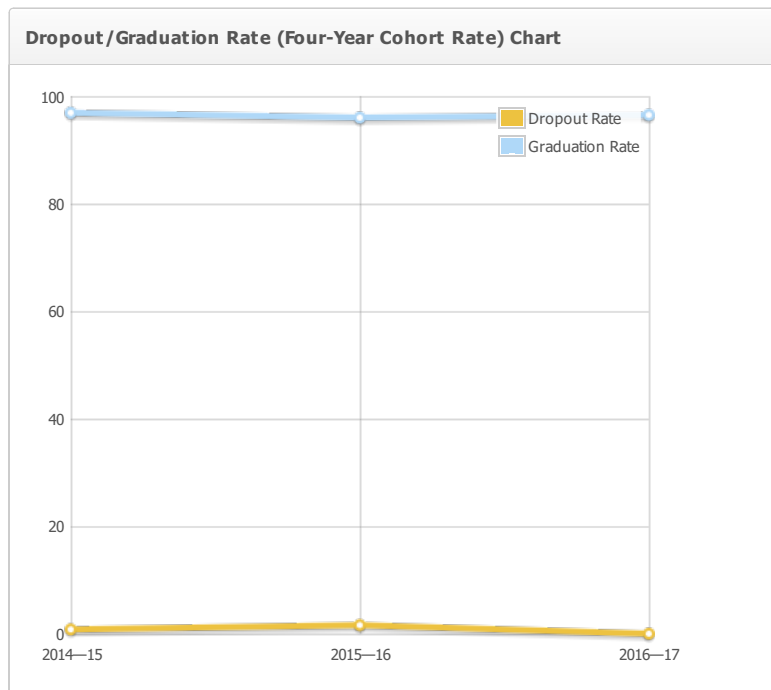
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.8%	1.6%	--	--	10.7%	9.7%
Graduation Rate	96.9%	96.0%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	1.1%	9.1%
Graduation Rate	96.5%	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/3/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.2%	98.5%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	97.5%	98.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	98.4%	92.1%
Two or More Races	90.9%	92.9%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	50.0%	33.3%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

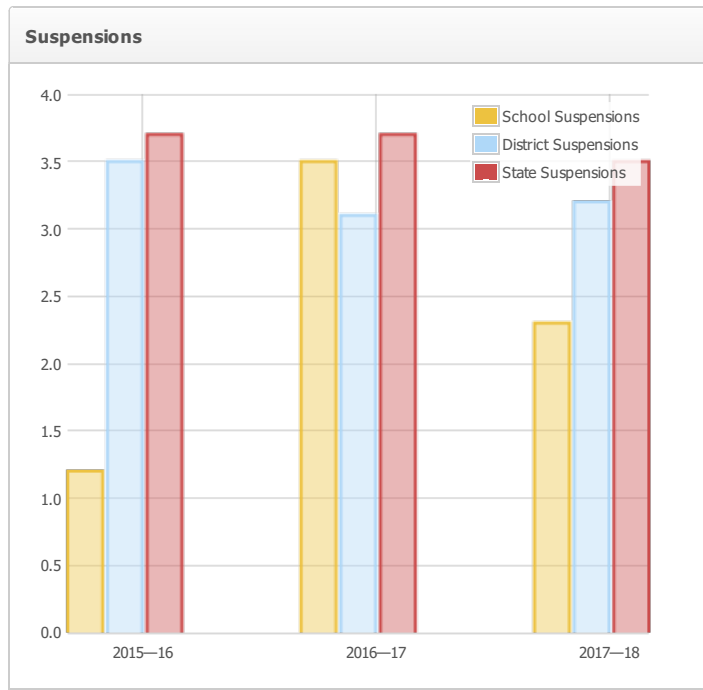
State Priority: School Climate

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	1.2%	3.5%	2.3%	3.5%	3.1%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/3/2019

School Safety Plan (School Year 2018—19)

HTHNC is a 46,426 square foot, two-story, high school built in 2009. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. A 157 Kw photovoltaic solar system was completed in December of 2016 on the adjacent HTENC Building. This system, shared by HTENC, will greatly reduce the school's energy bill.

Last updated: 2/3/2019

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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	25	5	
Mathematics	18.0	20	4	
Science	18.0	16	4	
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	26.0	3	12	
Mathematics	22.0	6	12	
Science	25.0	3	8	
Social Science	19.0	3		

* 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	27.0		14	
Mathematics	23.0	4	12	
Science	27.0		12	
Social Science	25.0		4	

* 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: 2/3/2019

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		N/A
Resource Specialist (non-teaching)	4.0	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: 2/3/2019

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	\$11179.0	\$2052.0	\$9127.0	\$57991.0
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: 2/3/2019

Types of Services Funded (Fiscal Year 2017—18)

HTHNC offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, football, soccer, rock climbing, exploring other cultures, and academic coaching for struggling students. Students are also able to go on field trips and camps.

Last updated: 2/3/2019

Professional Development

HTHNC's current director works closely with Larry Rosenstock to ensure only the highest instructional quality. HTHNC 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.

Staff days: Veteran staff return to school 8 days before school starts. There are also 6 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another, built on the belief that "we have a lot of expert knowledge right here in our building."

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

AM: Teachers arrive one hour before school starts to engage in collegial dialogue. Meetings occur at least 3 days per month. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meetings enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas.

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

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

Last updated: 2/3/2019