

# High Tech High

## School Accountability Report Card Reported Using Data from the 2018—19 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.



### Andrew Gloag, Principal

Principal, High Tech High

#### About Our School

Hello! I am Andrew Gloag, and since August 2019, I am the director of High Tech High. I was born and raised in a small town in North England. In 1989, I attended Oxford University to study physics, later moving to Glasgow then Birmingham for Doctoral and Post-Doctoral work. I moved to San Diego in 1999. In 2001 I became aware of a fledgling school called High Tech High and slowly became involved in the work of the school. I trained for my California Teaching Credential in 2004 and started teaching at HTH soon after. I have taught Physics, Engineering, Chemistry, and Math at all 4 grade levels and have two children enrolled in the school: Nadia in 12th grade and Peter in 9th. My youngest son, Jack, attends High Tech Elementary and is in 4th grade.

I am honored to be given the role of director here, and I strongly believe in providing our students with an engaging and rigorous project-based educational experience, giving them the opportunity to learn alongside experts in all fields – from Comic Books to Oceanography, Theater to Rocketry, Astronomy to Carpentry.

#### Contact

High Tech High  
2861 Womble Rd.  
San Diego, CA 92106-6025

Phone: 619-243-5014  
Email: [ckim@hightechhigh.org](mailto:ckim@hightechhigh.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Website</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	High Tech High
<b>Street</b>	2861 Womble Rd.
<b>City, State, Zip</b>	San Diego, Ca, 92106-6025
<b>Phone Number</b>	619-243-5014
<b>Principal</b>	Andrew Gloag, Principal
<b>Email Address</b>	<a href="mailto:ckim@hightechhigh.org">ckim@hightechhigh.org</a>
<b>Website</b>	<a href="http://www.hightechhigh.org/schools/hth">www.hightechhigh.org/schools/hth</a>
<b>County-District-School (CDS) Code</b>	37683383731247

*Last updated: 1/23/2020*

### School Description and Mission Statement (School Year 2019—20)

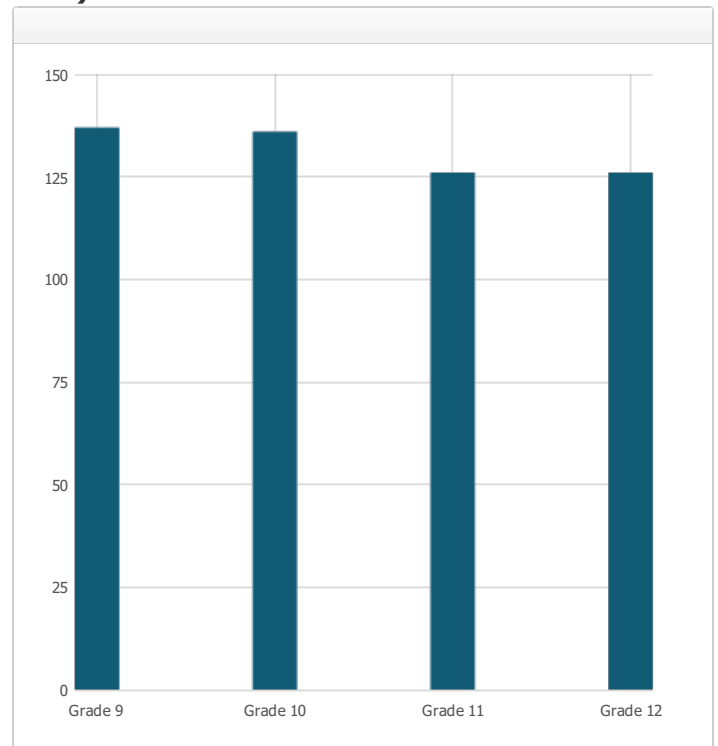
Launched by an industry and educator coalition, High Tech High is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High is a small, diverse learning community with a current enrollment of 572 students. HTH is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society.

High Tech High was built on a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. The student-faculty ratio at High Tech High is 23:1, and each student has an advisor who remains constant throughout the four years of school. High Tech High's curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers. High Tech High believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

*Last updated: 1/23/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 9	137
Grade 10	136
Grade 11	126
Grade 12	126
Total Enrollment	525



Last updated: 1/23/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	4.60 %
American Indian or Alaska Native	0.80 %
Asian	3.80 %
Filipino	2.70 %
Hispanic or Latino	47.00 %
Native Hawaiian or Pacific Islander	0.20 %
White	34.30 %
Two or More Races	6.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.80 %
English Learners	6.10 %
Students with Disabilities	14.10 %
Foster Youth	%
Homeless	0.60 %

## A. Conditions of Learning

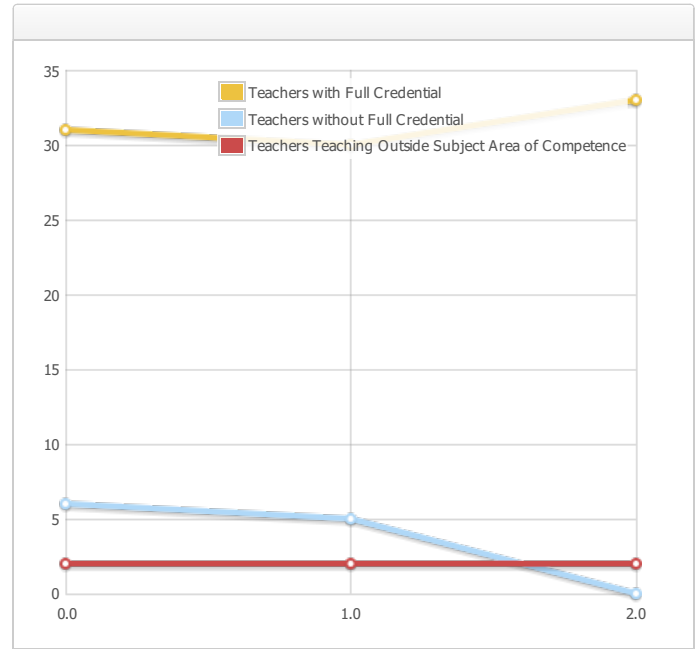
### State Priority: Basic

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

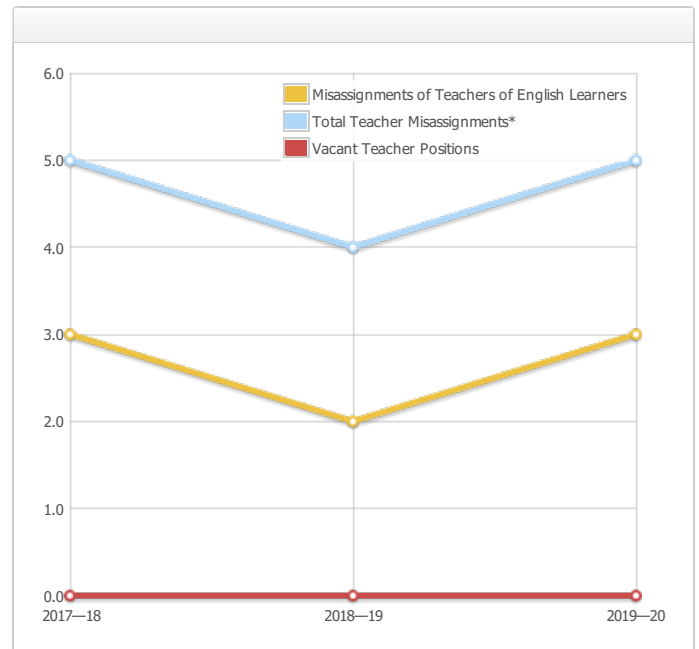
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	31	30	33	
Without Full Credential	6	5	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	



Last updated: 1/23/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	3	2	3
Total Teacher Misassignments*	5	4	5
Vacant Teacher Positions	0	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: 1/23/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
Mathematics	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
Science	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
History-Social Science	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
Foreign Language	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
Health	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at <a href="http://www.sandiegounified.org/course-study">www.sandiegounified.org/course-study</a>.</p>		0.00 %
Visual and Performing Arts	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other</p>		0.0 %

instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district's courses, including current instructional materials, may be found in the Course of Study, TK-12, revised annually and available on-line at [www.sandiegounified.org/course-study](http://www.sandiegounified.org/course-study).

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

*Last updated: 1/23/2020*

## School Facility Conditions and Planned Improvements

HTH is a 38,996 square foot, one-story, high school that occupies a structure originally built in 1941 +/-, but was completely renovated in 2000. 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 50 Kw photovoltaic system was added to the roof in 2016. LED lighting and other energy upgrades were implemented in 2015.

*Last updated: 1/23/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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*Last updated: 1/23/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	58.0%	55.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	22.0%	45.0%	46.0%	38.0%	39.0%

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: 1/23/2020*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	118	95.93%	4.07%	58.47%
Male	54	53	98.15%	1.85%	47.17%
Female	69	65	94.20%	5.80%	67.69%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	58	58	100.00%	0.00%	51.72%
Native Hawaiian or Pacific Islander					
White	41	36	87.80%	12.20%	69.44%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	46.00%
English Learners	11	11	100.00%	0.00%	36.36%
Students with Disabilities	14	13	92.86%	7.14%	30.77%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/23/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	118	95.93%	4.07%	22.03%
Male	54	53	98.15%	1.85%	24.53%
Female	69	65	94.20%	5.80%	20.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	58	58	100.00%	0.00%	10.34%
Native Hawaiian or Pacific Islander					
White	41	36	87.80%	12.20%	30.56%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	12.00%
English Learners	11	11	100.00%	0.00%	18.18%
Students with Disabilities	14	13	92.86%	7.14%	15.38%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/23/2020*

**Career Technical Education (CTE) Programs (School Year 2018—19)**

High Tech High offers regional occupational programs in engineering, biotechnology, and multimedia. However, students take them as a HTH graduation requirement as we expect all students to go to college.

*Last updated: 1/23/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	265
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

*Last updated: 1/23/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	98.53%

# 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 2019—20)

High Tech High’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 High Tech High. 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 HTH community via a HTH parent e-newsletter and weekly news blast.

### State Priority: Pupil Engagement

*Last updated: 1/23/2020*

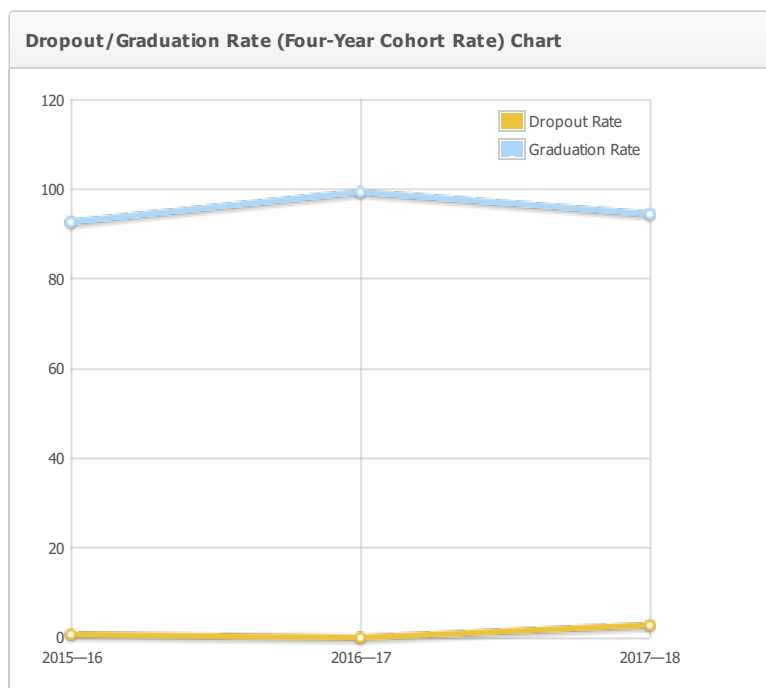
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.70%	3.30%	9.70%
Graduation Rate	92.60%	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	2.80%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	99.30%	94.40%	82.00%	83.10%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/23/2020*

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.20%	2.80%	3.20%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/23/2020*

## School Safety Plan (School Year 2019—20)

High Tech High 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. High Tech High's primary goal is to prevent emergencies.

**Response:** Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans are in place to insure an effective response. HTH 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:** HTH is prepared to assist students and staff in their emotional recovery from an emergency.

*Last updated: 1/23/2020*

## **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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	45		1
Mathematics	24.00	6	18	
Science	14.00	14	2	
Social Science	13.00	10		1

\* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	5	17	
Mathematics	23.00	6	18	
Science	23.00	6	11	
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 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	15	8	
Mathematics	19.00	21	8	
Science	18.00	10	2	
Social Science	2.00	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/23/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	1.0

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/23/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	5.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/23/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13533.59	\$2092.89	\$11440.71	\$60766.77
District	N/A	N/A	--	\$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/23/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

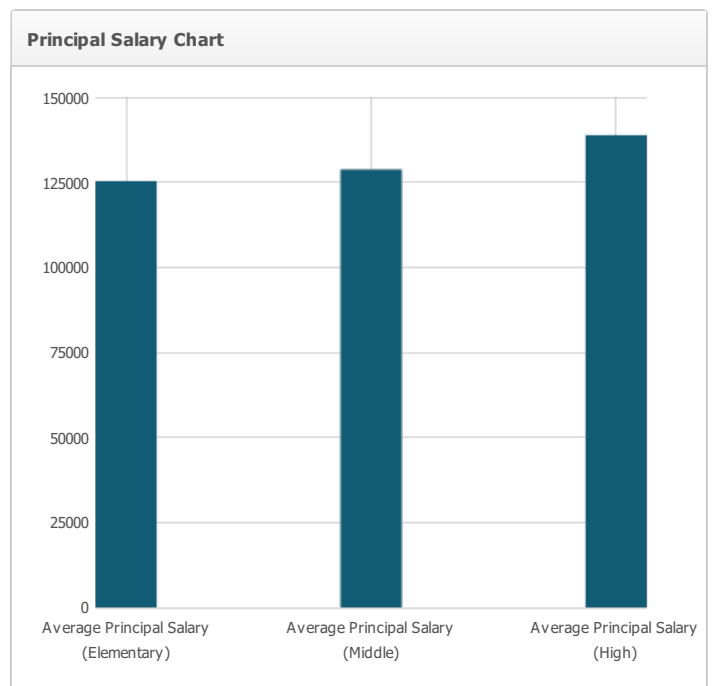
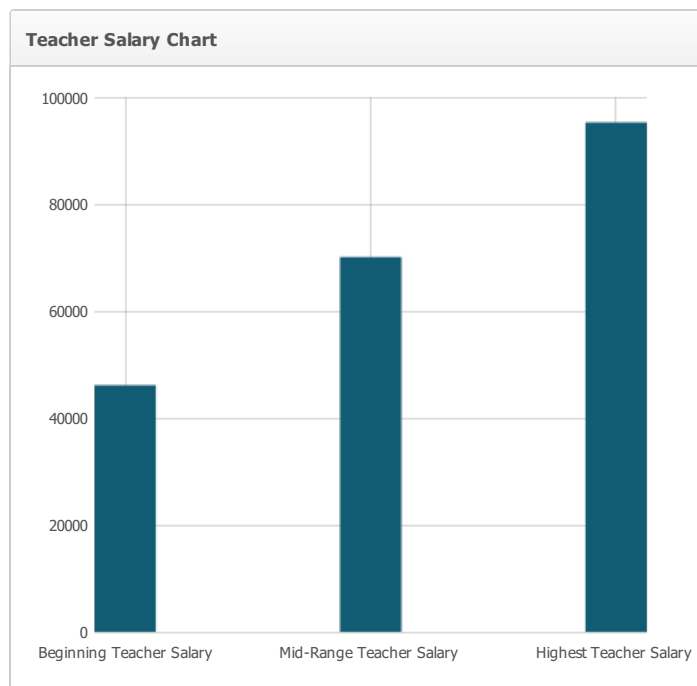
HTH offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, football, soccer, rock climbing, exploring other cultures, and academic coaching for struggling students. Students are also able to go on field trips and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

*Last updated: 1/23/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/23/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

*Last updated: 1/23/2020*