

High Tech Elementary North County

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.



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 be part of 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
Email: ckim@hightechhigh.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | SBC - High Tech High |
| Phone Number | (619) 243-5014 |
| Superintendent | Larry Rosenstock |
| Email Address | rosenstock@hightechhigh.org |
| Website | www.hightechhigh.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| 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 |
| Email Address | ckim@hightechhigh.org |
| Website | www.hightechhigh.org |
| County-District-School (CDS) Code | 37764710127605 |

Last updated: 1/24/2020

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

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. The faculty meets weekly to develop further skills in project design, social-emotional learning, and literacy and mathematics curriculum. In addition, teaching teams work frequently to design engaging learning experiences for children based on common core standards and scope and sequence for project learning goals.

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 in 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 426 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.

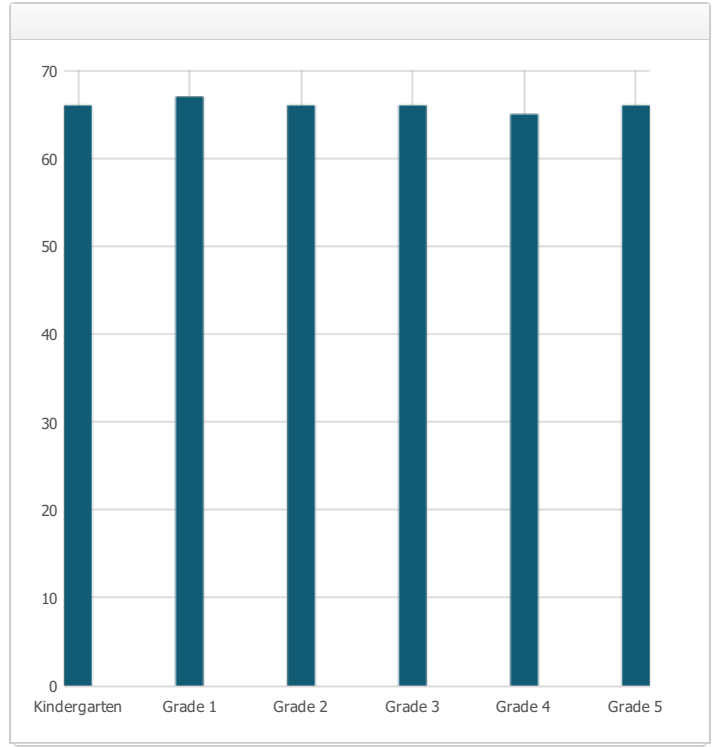
Students are not separated by ability or skill into different classrooms or programs. HTENC teachers and staff deeply believe that all students have gifts and talents and needs, and we support them within our classrooms. Accordingly, we do not have separate GATE or Special Education rooms.

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, reading, writing, and phonics-based on analysis of quarterly assessments. 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: 1/24/2020

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 66 |
| Grade 1 | 67 |
| Grade 2 | 66 |
| Grade 3 | 66 |
| Grade 4 | 65 |
| Grade 5 | 66 |
| Total Enrollment | 396 |



Last updated: 1/24/2020

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.80 % |
| American Indian or Alaska Native | 0.80 % |
| Asian | 2.30 % |
| Filipino | 2.00 % |
| Hispanic or Latino | 56.60 % |
| Native Hawaiian or Pacific Islander | 0.50 % |
| White | 30.60 % |
| Two or More Races | 4.50 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 58.80 % |
| English Learners | 27.00 % |
| Students with Disabilities | 10.40 % |
| Foster Youth | % |
| Homeless | % |

A. Conditions of Learning

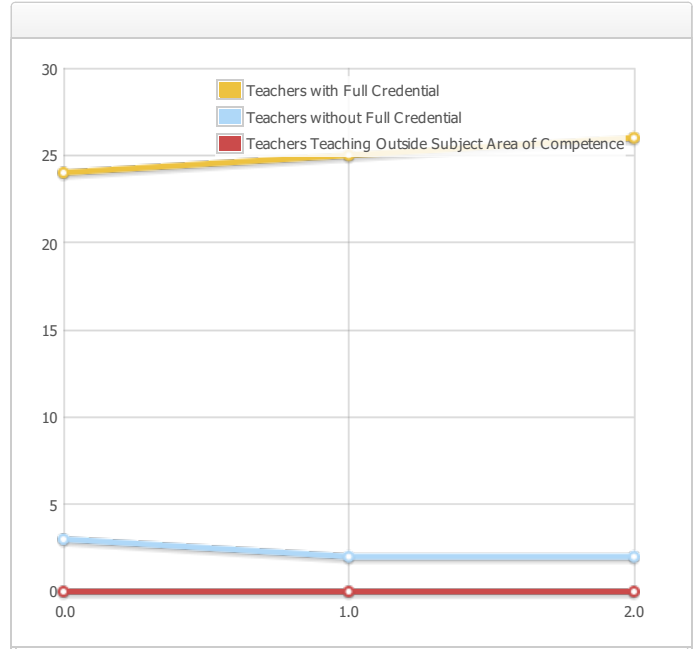
State Priority: Basic

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

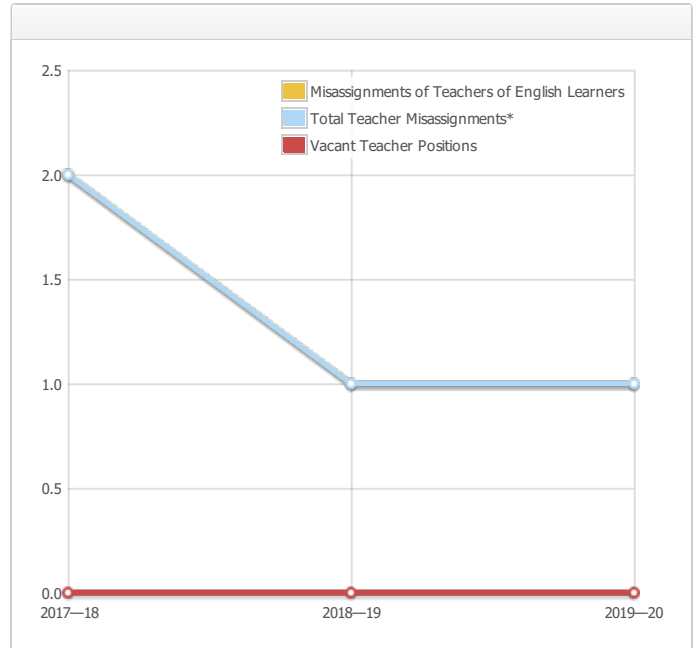
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 24 | 25 | 26 | |
| Without Full Credential | 3 | 2 | 2 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2 | 1 | 1 |
| Total Teacher Misassignments* | 2 | 1 | 1 |
| 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: 1/24/2020

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

Year and month in which the data were collected: December 2019

| Subject | Textbooks and Other 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 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| Mathematics | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| Science | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| History-Social Science | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| Foreign Language | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| Health | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.00 % |
| Visual and Performing Arts | High Tech Elementary 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, HTENC students publicize much of their work online at http://www.hightechhigh.org/projects | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/24/2020

School Facility Conditions and Planned Improvements

HTENC is a 31,474 square foot, one-story, elementary school built in 2014. 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: 1/24/2020

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: 1/24/2020

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) | 47.0% | 55.0% | 54.0% | 56.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 41.0% | 43.0% | 32.0% | 35.0% | 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: 1/24/2020

**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 | 197 | 196 | 99.49% | 0.51% | 54.59% |
| Male | 88 | 87 | 98.86% | 1.14% | 51.72% |
| Female | 109 | 109 | 100.00% | 0.00% | 56.88% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 115 | 115 | 100.00% | 0.00% | 44.35% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 54 | 53 | 98.15% | 1.85% | 64.15% |
| Two or More Races | 14 | 14 | 100.00% | 0.00% | 78.57% |
| Socioeconomically Disadvantaged | 115 | 115 | 100.00% | 0.00% | 40.00% |
| English Learners | 59 | 59 | 100.00% | 0.00% | 40.68% |
| Students with Disabilities | 28 | 28 | 100.00% | 0.00% | 25.00% |
| 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: 1/24/2020

**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 | 197 | 196 | 99.49% | 0.51% | 42.86% |
| Male | 88 | 87 | 98.86% | 1.14% | 49.43% |
| Female | 109 | 109 | 100.00% | 0.00% | 37.61% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 115 | 115 | 100.00% | 0.00% | 26.96% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 54 | 53 | 98.15% | 1.85% | 66.04% |
| Two or More Races | 14 | 14 | 100.00% | 0.00% | 71.43% |
| Socioeconomically Disadvantaged | 115 | 115 | 100.00% | 0.00% | 26.09% |
| English Learners | 59 | 59 | 100.00% | 0.00% | 18.64% |
| Students with Disabilities | 28 | 28 | 100.00% | 0.00% | 10.71% |
| 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: 1/24/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 15.40% | 18.50% | 44.60% |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2020

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 Elementary 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 HTENC. 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

Last updated: 1/24/2020

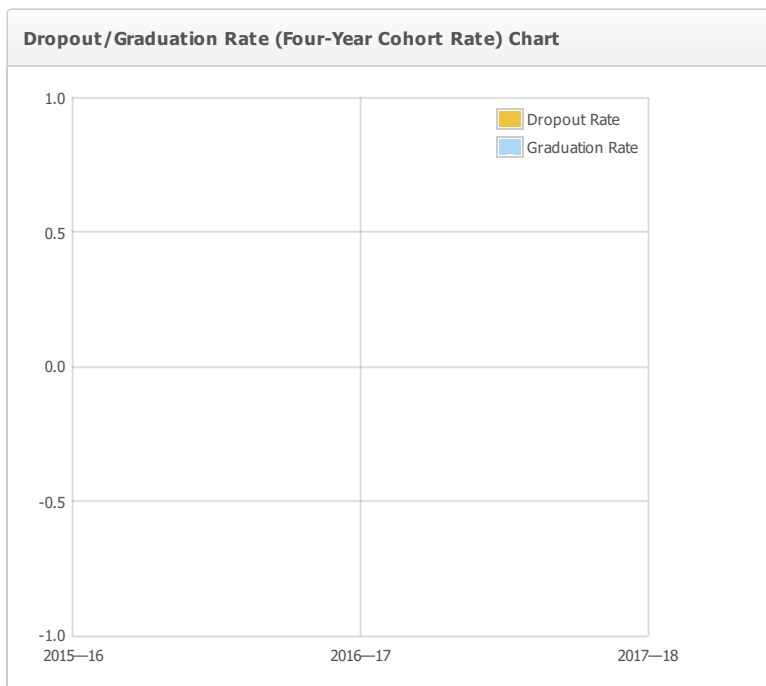
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | -- | -- | 9.70% |
| Graduation Rate | -- | -- | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate | -- | -- | 1.10% | 0.40% | 9.10% | 9.60% |
| Graduation Rate | -- | -- | 96.30% | 96.70% | 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: 1/24/2020

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 | 2.10% | 0.80% | 2.00% | 3.10% | 3.20% | 4.00% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/24/2020

School Safety Plan (School Year 2019—20)

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 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. 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 ensure 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: 1/24/2020

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 (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 20.00 | 3 | | |
| 1 | 20.00 | 3 | | |
| 2 | 20.00 | 3 | | |
| 3 | 22.00 | | 3 | |
| 4 | 24.00 | | 3 | |
| 5 | 25.00 | | 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 * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | | 3 | |
| 1 | 22.00 | | 3 | |
| 2 | 22.00 | | 3 | |
| 3 | 22.00 | | 3 | |
| 4 | 22.00 | | 3 | |
| 5 | 22.00 | | 3 | |
| 6 | | | | |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | | 3 | |
| 1 | 22.00 | | 3 | |
| 2 | 22.00 | | 3 | |
| 3 | 22.00 | | 3 | |
| 4 | 22.00 | | 3 | |
| 5 | 22.00 | | 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.

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

| Title | Ratio** |
|-------------|---------|
| Counselors* | 1 |

*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: 1/24/2020

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 | 1.00 |
| Resource Specialist (non-teaching) | 3.00 |
| Other | 10.00 |

*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: 1/24/2020

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 | \$10268.78 | \$2322.38 | \$7946.40 | \$58445.94 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7506.64 | -- |
| Percent Difference – School Site and State | N/A | N/A | 8896.24% | -- |

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

Last updated: 1/24/2020

Types of Services Funded (Fiscal Year 2018—19)

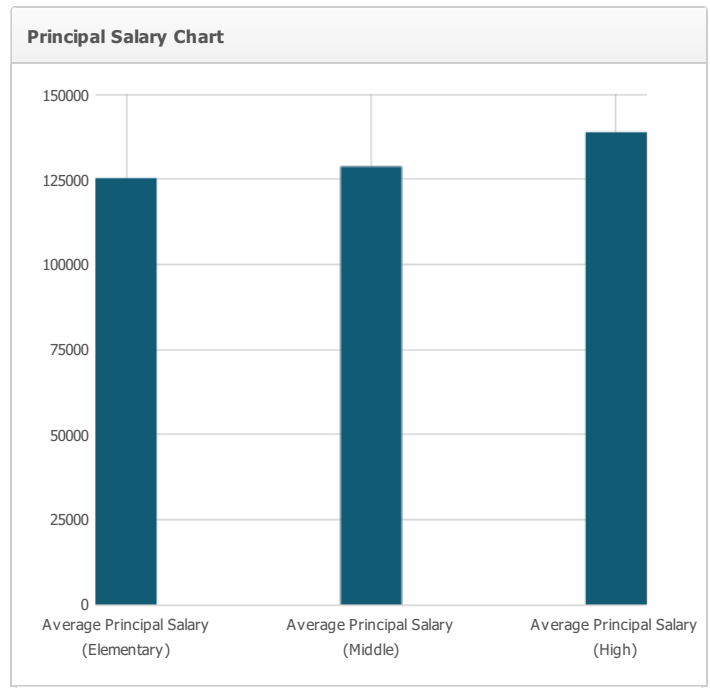
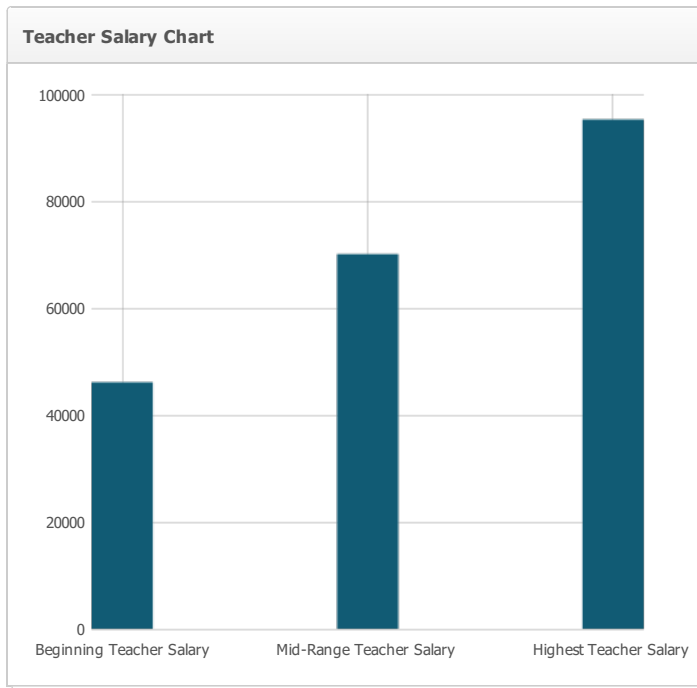
HTENC students are able to go on field trips and camps throughout the school year. We also offer a comprehensive before and after school program that is geared toward enrichment and support.

Last updated: 1/24/2020

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 | \$27,579 |
| 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: 1/24/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 28 | 30 | 28 |

Last updated: 1/24/2020