

High Tech Elementary School North County

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

| | |
|------------------------------------------|-----------------------------------------------------------------------|
| School Name | High Tech Elementary School North County |
| Street | 1480 West San Marcos Blvd. |
| City, State, Zip | San Marcos, CA , 92078-4017 |
| Phone Number | (760) 759-2785 |
| Principal | Shelley Glenn Lee, Director |
| Email Address | sglennlee@hightechhigh.org |
| School Website | http://www.hightechhigh.org |
| County-District-School (CDS) Code | 37764710127605 |

2022-23 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | SBC - High Tech High |
| Phone Number | 619.243.5014 |
| Superintendent | Kaleb Rashad |
| Email Address | krashad@hightechhigh.org |
| District Website Address | www.hightechhigh.org |

2022-23 School Overview

About Our School

Shelley Glenn Lee is the Director of High Tech Elementary North County (HTeNC). She has been with High Tech High for twelve years and was a founding teacher of HTeNC. Shelley has leveraged her collective experience as an informal educator, curriculum developer, professional development facilitator and science education leader to build a strong team at HTeNC. Shelley is excited to support her team in designing student-centered instruction, teaching through equitable practices, and contributing to a culture that values parent, student, and teacher voices. A San Diego native, Shelley holds a Master's Degree in Curriculum and Instruction and a Doctorate Degree in Educational Leadership from San Diego State University. She is active in the community and has served on the Board of Directors for the San Dieguito River Valley Conservancy, the Education Advisory Board for the Escondido Creek Conservancy, and as a Project Director the K12 Alliance California Early Implementers Initiative in which she helped schools and classroom teachers implement the Next Generation Science Standards.

High Tech Elementary North County was opened in 2013 as part of the High Tech High North County Village. The school is designed to immerse students in a rigorous learning environment with open and flexible work spaces, common areas, and a large nature filled playground. At HTeNC, High Tech Elementary North County is a small, diverse learning community with a current enrollment of 443 students. The mission of HTH is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. As with all High Tech High schools, HTeNC is founded on four design principles: equity, personalization, authentic work, and collaborative design. These principles drive the project design and implementation in which teachers, students, and community members work together to connect students to the community through authentic learning experiences. These experiences are leveraged in the classroom to engage in meaningful reading, writing, and math. Art, Engineering, and Science exploratory classes enrich the projects with hands-on experiences in the lab and in the field. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. We have a full inclusion team, including a full-time School Psychologist, Student Support Coordinator, Dean of Students, Inclusion Specialists, and Academic Coaches. The classroom student-teacher ratio at High Tech Elementary North County is 24:1. High Tech Elementary North County believes that all students and adults should be treated with dignity and respect and we are community that embraces and promotes a positive and safe learning environment.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 69 |
| Grade 1 | 74 |
| Grade 2 | 73 |
| Grade 3 | 77 |
| Grade 4 | 77 |
| Grade 5 | 78 |
| Total Enrollment | 448 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 53.3 |
| Male | 46.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.9 |
| Black or African American | 0.9 |
| Filipino | 2.2 |
| Hispanic or Latino | 50.4 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 5.8 |
| White | 24.6 |
| English Learners | 20.1 |
| Foster Youth | 0.2 |
| Homeless | 1.1 |
| Migrant | 0.9 |
| Socioeconomically Disadvantaged | 50.9 |
| Students with Disabilities | 12.9 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.90 | 83.32 | 122.80 | 80.31 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.90 | 5.50 | 8.60 | 5.63 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.90 | 5.50 | 8.10 | 5.31 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.90 | 5.50 | 11.80 | 7.76 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 1.50 | 0.98 | 18854.30 | 6.86 |
| Total Teaching Positions | 17.90 | 100.00 | 152.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.90 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--------------------------------------------------------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.90 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.20 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.50 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2022

| 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 textbooks, 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% |
| Mathematics | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | 0% |
| Science | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | 0% |
| History-Social Science | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | 0% |
| Foreign Language | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | 0% |
| Health | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | 0% |
| Visual and Performing Arts | High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0% |

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.

Year and month of the most recent FIT report

January 2023

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 45 | N/A | 52 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 30 | N/A | 28 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 230 | 225 | 97.83 | 2.17 | 45.33 |
| Female | 130 | 128 | 98.46 | 1.54 | 50.00 |
| Male | 100 | 97 | 97.00 | 3.00 | 39.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 117 | 98.32 | 1.68 | 37.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 12 | 85.71 | 14.29 | 75.00 |
| White | 75 | 74 | 98.67 | 1.33 | 47.30 |
| English Learners | 47 | 46 | 97.87 | 2.13 | 15.22 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 124 | 121 | 97.58 | 2.42 | 33.06 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 35 | 32 | 91.43 | 8.57 | 25.00 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 230 | 225 | 97.83 | 2.17 | 29.78 |
| Female | 130 | 128 | 98.46 | 1.54 | 26.56 |
| Male | 100 | 97 | 97.00 | 3.00 | 34.02 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 117 | 98.32 | 1.68 | 17.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 12 | 85.71 | 14.29 | 50.00 |
| White | 75 | 74 | 98.67 | 1.33 | 40.54 |
| English Learners | 47 | 46 | 97.87 | 2.13 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 124 | 121 | 97.58 | 2.42 | 11.57 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 35 | 32 | 91.43 | 8.57 | 12.50 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 36 | | | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 76 | 75 | 98.68 | 1.32 | 36 |
| Female | 44 | 44 | 100 | 0 | 40.91 |
| Male | 32 | 31 | 96.88 | 3.12 | 29.03 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 25.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 28 | 28 | 100 | 0 | 35.71 |
| English Learners | 19 | 18 | 94.74 | 5.26 | 5.56 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 44 | 43 | 97.73 | 2.27 | 13.95 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 13 | 12 | 92.31 | 7.69 | 25 |

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 5 | 97.87 | 97.44 | 97.44 | 94.87 | 97.44 |

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

High Tech Elementary North County's Parent Association and Padres Unidas have been instrumental in improving communication with parents and getting more parents involved in making decisions that positively affect student learning outcomes. Both parent groups hold monthly meetings and work collaboratively to plan community events such as Village Fest. Parents have an active voice at HTeNC. Parents have ample opportunities to volunteer in classrooms, drive and chaperone on fieldwork, as well plan and coordinate fundraising efforts to support school programs.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 456 | 450 | 130 | 28.9 |
| Female | 244 | 242 | 63 | 26.0 |
| Male | 212 | 208 | 67 | 32.2 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 19 | 19 | 6 | 31.6 |
| Black or African American | 6 | 6 | 3 | 50.0 |
| Filipino | 13 | 11 | 0 | 0.0 |
| Hispanic or Latino | 227 | 227 | 67 | 29.5 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 2 | 50.0 |
| Two or More Races | 37 | 36 | 17 | 47.2 |
| White | 144 | 143 | 33 | 23.1 |
| English Learners | 91 | 91 | 22 | 24.2 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 5 | 5 | 1 | 20.0 |
| Socioeconomically Disadvantaged | 237 | 234 | 76 | 32.5 |
| Students Receiving Migrant Education Services | 4 | 4 | 1 | 25.0 |
| Students with Disabilities | 70 | 69 | 27 | 39.1 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.70 | 2.73 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 2.19 | 0.14 | 3.56 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.05 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|------------------------------------------------------|------------------|-----------------|
| All Students | 2.19 | 0.00 |
| Female | 1.23 | 0.00 |
| Male | 3.30 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.64 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 2.70 | 0.00 |
| White | 2.08 | 0.00 |
| English Learners | 2.20 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.38 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 7.14 | 0.00 |

2022-23 School Safety Plan

HTeNC reviews and updates its Comprehensive School Safety Plan (“CSSP”) and Confidential Site Emergency Response Plan (“SERP”) annually.

The CSSP is shared with students and families online via the HTH website at www.hightechhigh.org. The CSSP and SERP are shared with staff at the beginning of the school year, and the emergency policies and practices outlined in the CSSP and SERP are shared with students throughout the year during practice drills.

The plan includes policies and procedures addressing topics such as: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| 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) | |
| Other | 8.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11566.00 | \$2792.00 | \$8774.00 | \$62,280 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | 28.4 | -31.3 |

2021-22 Types of Services Funded

The school offers a well-attended after school program that is geared toward safe and fun activities for all children. Academic Coaches support students in all grade levels K-5 (one per grades 1-5, one per class in Kinder). Exploratory teachers provide instruction in Engineering, Art, and Science. All students participate in project field work in order to experience learning in the field. During these courses, all students have access to technology to complete their school work.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

Professional Development

Professional development is an important facet at HTH schools. Dedicated time to hone one's teaching practice is incorporated into each teacher's work year, per their contract, and takes multiple forms:

Staff days: Veteran staff return to school eight days before school starts. There are also five staff days throughout the year plus several 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 seven or eight staff days for veteran teachers, teachers new to HTH participate in a 5-day "Odyssey." During Odyssey, teachers experience project based learning as learners themselves, engaging in a Project "Slice," a shortened version of a project with the key components.

Weekly Meetings: Teachers engage in collegial dialogue through weekly grade-level team meetings. All Staff meet weekly to review and discuss logistics and collaboratively plan and strategize for maintaining a safe and healthy learning community. Teachers participate in weekly professional development workshops, serving 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.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 15 | 15 |