## 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/](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/](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/](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/](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**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>High Tech High International</td>
</tr>
<tr>
<td>Street</td>
<td>2855 Farragut Rd.</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>San Diego, CA, 92106-6029</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(619) 398-4900</td>
</tr>
<tr>
<td>Principal</td>
<td>Jade White, Director</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:jwhite@hightechhigh.org">jwhite@hightechhigh.org</a></td>
</tr>
<tr>
<td>School Website</td>
<td><a href="http://www.hightechhigh.org">http://www.hightechhigh.org</a></td>
</tr>
<tr>
<td>County-District-School (CDS) Code</td>
<td>37683380106732</td>
</tr>
</tbody>
</table>

**2022-23 District Contact Information**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Name</td>
<td>San Diego Unified</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(619) 725-8000</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Lamont Jackson</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:ljackson@sandi.net">ljackson@sandi.net</a></td>
</tr>
<tr>
<td>District Website Address</td>
<td><a href="http://www.sandi.net">www.sandi.net</a></td>
</tr>
</tbody>
</table>

**2022-23 School Overview**

About Our School

Jade White is the Director of High Tech High International. She has been a member of the HTH community since 2004. She taught math and physics at HTH for 13 years before transitioning to the role of Director at HTHI. As an educator, Jade believes in creating an equitable and collaborative experience where students explore the world around them via hands-on projects and inquiry.

HTHI is a public charter school which draws upon the diversity of San Diego through a random lottery acceptance system. The goal of High Tech High International is to offer a college preparatory, project-based learning environment to 9-12 grade students. Our work is guided by our four design principles: equity, personalization, authentic work and collaborative design.

Equity

High Tech High is an equity project. Teachers work actively to address inequities and help students reach their full potential. Our schools are intentionally diverse, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. All High Tech High graduates complete the requirements for acceptance into the California public university system.

Personalization

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

Authentic Work

High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and
2022 School Accountability Report Card

2022-23 School Overview

consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork and prototypes are created and displayed.

Collaborative Design

High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff functions as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

Additionally, as a school, we have spent time iterating and designing our mission statement "We are a human centered community that cultivates empowered, resilient, lifelong learners." All staff engaged in a multi-step process to arrive at a mission statement that we all believe in and work towards daily.

About this School

2021-22 Student Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>104</td>
</tr>
<tr>
<td>Grade 10</td>
<td>102</td>
</tr>
<tr>
<td>Grade 11</td>
<td>97</td>
</tr>
<tr>
<td>Grade 12</td>
<td>88</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>391</td>
</tr>
</tbody>
</table>

2021-22 Student Enrollment by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>45.8</td>
</tr>
<tr>
<td>Male</td>
<td>54.2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>0.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>49.9</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.8</td>
</tr>
<tr>
<td>White</td>
<td>8.2</td>
</tr>
<tr>
<td>English Learners</td>
<td>7.2</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.3</td>
</tr>
<tr>
<td>Homeless</td>
<td>1.5</td>
</tr>
<tr>
<td>Migrant</td>
<td>0.0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>39.6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18.7</td>
</tr>
<tr>
<td>A. Conditions of Learning</td>
<td>State Priority: Basic</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>The SARC provides the following information relevant to the State priority: Basic (Priority 1):</td>
</tr>
<tr>
<td></td>
<td>• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</td>
</tr>
<tr>
<td></td>
<td>• Pupils have access to standards-aligned instructional materials; and</td>
</tr>
<tr>
<td></td>
<td>• School facilities are maintained in good repair</td>
</tr>
</tbody>
</table>
### 2020-21 Teacher Preparation and Placement

<table>
<thead>
<tr>
<th>Authorization/Assignment</th>
<th>School Number</th>
<th>School Percent</th>
<th>District Number</th>
<th>District Percent</th>
<th>State Number</th>
<th>State Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</td>
<td>15.40</td>
<td>79.42</td>
<td>5313.50</td>
<td>88.64</td>
<td>228366.10</td>
<td>83.12</td>
</tr>
<tr>
<td>Intern Credential Holders Properly Assigned</td>
<td>0.00</td>
<td>0.00</td>
<td>51.00</td>
<td>0.85</td>
<td>4205.90</td>
<td>1.53</td>
</tr>
<tr>
<td>Teachers Without Credentials and Misassignments (&quot;ineffective&quot; under ESSA)</td>
<td>1.00</td>
<td>5.16</td>
<td>191.10</td>
<td>3.19</td>
<td>11216.70</td>
<td>4.08</td>
</tr>
<tr>
<td>Credentialed Teachers Assigned Out-of-Field (&quot;out-of-field&quot; under ESSA)</td>
<td>1.00</td>
<td>5.16</td>
<td>194.90</td>
<td>3.25</td>
<td>12115.80</td>
<td>4.41</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.00</td>
<td>10.31</td>
<td>243.90</td>
<td>4.07</td>
<td>18854.30</td>
<td>6.86</td>
</tr>
<tr>
<td>Total Teaching Positions</td>
<td>19.30</td>
<td>100.00</td>
<td>5994.60</td>
<td>100.00</td>
<td>274759.10</td>
<td>100.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Authorization/Assignment</th>
<th>School Number</th>
<th>School Percent</th>
<th>District Number</th>
<th>District Percent</th>
<th>State Number</th>
<th>State Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</td>
<td>17.00</td>
<td>94.44</td>
<td>5336.60</td>
<td>88.47</td>
<td>234405.20</td>
<td>84.00</td>
</tr>
<tr>
<td>Intern Credential Holders Properly Assigned</td>
<td>0.00</td>
<td>0.00</td>
<td>66.90</td>
<td>1.11</td>
<td>4853.00</td>
<td>1.74</td>
</tr>
<tr>
<td>Teachers Without Credentials and Misassignments (&quot;ineffective&quot; under ESSA)</td>
<td>0.00</td>
<td>0.00</td>
<td>219.20</td>
<td>3.64</td>
<td>12001.50</td>
<td>4.30</td>
</tr>
<tr>
<td>Credentialed Teachers Assigned Out-of-Field (&quot;out-of-field&quot; under ESSA)</td>
<td>0.00</td>
<td>0.00</td>
<td>219.20</td>
<td>3.63</td>
<td>11953.10</td>
<td>4.28</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.00</td>
<td>5.56</td>
<td>189.70</td>
<td>3.15</td>
<td>15831.90</td>
<td>5.67</td>
</tr>
<tr>
<td>Total Teaching Positions</td>
<td>18.00</td>
<td>100.00</td>
<td>6031.80</td>
<td>100.00</td>
<td>279044.80</td>
<td>100.00</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Authorization/Assignment</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permits and Waivers</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Misassignments</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Vacant Positions</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Teachers Without Credentials and Misassignments</strong></td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialed Teachers Authorized on a Permit or Waiver</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Local Assignment Options</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Out-of-Field Teachers</strong></td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### 2021-22 Class Assignments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Misassignments for English Learners</strong></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>(a percentage of all the classes with English learners taught by teachers that are misassigned)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No credential, permit or authorization to teach</strong></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>(a percentage of all the classes taught by teachers with no record of an authorization to teach)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Other Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>High Tech High International 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, HTHI students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>
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](http://www.hightechhigh.org/projects)

<table>
<thead>
<tr>
<th>Science</th>
<th>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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>History-Social Science</td>
<td>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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></td>
<td>0%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></td>
<td>0%</td>
</tr>
<tr>
<td>Health</td>
<td>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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></td>
<td>0%</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a></td>
<td>0%</td>
</tr>
<tr>
<td>Science Laboratory Equipment (grades 9-12)</td>
<td>Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.</td>
<td>0%</td>
</tr>
</tbody>
</table>

School Facility Conditions and Planned Improvements

HTHI is a 40,000 square foot, two-story, high school that occupies a structure originally built in 1967+-/. 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. LED lighting and other energy upgrades were implemented in 2016.

As of the school’s most recent FIT report, from December 2021, HTHI facilities are considered to be in “exemplary” condition. All of the reported categories (systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external) were rated as “good”.

<table>
<thead>
<tr>
<th>Year and month of the most recent FIT report</th>
<th>January 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Inspected</td>
<td>Rate Good</td>
</tr>
<tr>
<td>Systems:</td>
<td></td>
</tr>
<tr>
<td>Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>X</td>
</tr>
<tr>
<td>Interior:</td>
<td></td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td>X</td>
</tr>
<tr>
<td>Cleanliness:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## School Facility Conditions and Planned Improvements

<table>
<thead>
<tr>
<th>Category</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Cleanliness, Pest/Vermin Infestation</td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td>X</td>
</tr>
<tr>
<td>Restrooms/Fountains:</td>
<td>X</td>
</tr>
<tr>
<td>Restrooms, Sinks/ Fountains</td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td>X</td>
</tr>
<tr>
<td>Fire Safety, Hazardous Materials</td>
<td></td>
</tr>
<tr>
<td>Structural:</td>
<td>X</td>
</tr>
<tr>
<td>Structural Damage, Roofs</td>
<td></td>
</tr>
<tr>
<td>External:</td>
<td>X</td>
</tr>
<tr>
<td>Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td></td>
</tr>
</tbody>
</table>

## Overall Facility Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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 CAA divided by the total number of students who participated in both assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2020-21</th>
<th>School 2021-22</th>
<th>District 2020-21</th>
<th>District 2021-22</th>
<th>State 2020-21</th>
<th>State 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Literacy (grades 3-8 and 11)</td>
<td>N/A</td>
<td>57</td>
<td>N/A</td>
<td>51</td>
<td>N/A</td>
<td>47</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>N/A</td>
<td>24</td>
<td>N/A</td>
<td>39</td>
<td>N/A</td>
<td>33</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CAASPP Student Groups</th>
<th>CAASPP Total Enrollment</th>
<th>CAASPP Number Tested</th>
<th>CAASPP Percent Tested</th>
<th>CAASPP Percent Not Tested</th>
<th>CAASPP Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>98</td>
<td>93</td>
<td>94.90</td>
<td>5.10</td>
<td>56.99</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>39</td>
<td>92.86</td>
<td>7.14</td>
<td>58.97</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>54</td>
<td>96.43</td>
<td>3.57</td>
<td>55.56</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>57</td>
<td>56</td>
<td>98.25</td>
<td>1.75</td>
<td>41.07</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</td>
<td>11</td>
<td>91.67</td>
<td>8.33</td>
<td>100.00</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>16</td>
<td>88.89</td>
<td>11.11</td>
<td>75.00</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
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<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>34</td>
<td>33</td>
<td>97.06</td>
<td>2.94</td>
<td>51.52</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16</td>
<td>12</td>
<td>75.00</td>
<td>25.00</td>
<td>41.67</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CAASPP Student Groups</th>
<th>CAASPP Total Enrollment</th>
<th>CAASPP Number Tested</th>
<th>CAASPP Percent Tested</th>
<th>CAASPP Percent Not Tested</th>
<th>CAASPP Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>98</td>
<td>93</td>
<td>94.90</td>
<td>5.10</td>
<td>23.66</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>39</td>
<td>92.86</td>
<td>7.14</td>
<td>10.26</td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>54</td>
<td>96.43</td>
<td>3.57</td>
<td>33.33</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>57</td>
<td>56</td>
<td>98.25</td>
<td>1.75</td>
<td>12.50</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</td>
<td>11</td>
<td>91.67</td>
<td>8.33</td>
<td>45.45</td>
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<tr>
<td>White</td>
<td>18</td>
<td>16</td>
<td>88.89</td>
<td>11.11</td>
<td>56.25</td>
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<td>English Learners</td>
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</tr>
<tr>
<td>Foster Youth</td>
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<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>34</td>
<td>33</td>
<td>97.06</td>
<td>2.94</td>
<td>12.12</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16</td>
<td>12</td>
<td>75.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2020-21</th>
<th>School 2021-22</th>
<th>District 2020-21</th>
<th>District 2021-22</th>
<th>State 2020-21</th>
<th>State 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8 and high school)</td>
<td>NT</td>
<td>31.4</td>
<td>--</td>
<td>35.99</td>
<td>28.5</td>
<td>29.47</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88</td>
<td>86</td>
<td>97.73</td>
<td>2.27</td>
<td>31.4</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>40</td>
<td>100</td>
<td>0</td>
<td>27.5</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>46</td>
<td>95.83</td>
<td>4.17</td>
<td>34.78</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>32</td>
<td>31</td>
<td>96.88</td>
<td>3.12</td>
<td>12.9</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>33</td>
<td>32</td>
<td>96.97</td>
<td>3.03</td>
<td>37.5</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>27</td>
<td>26</td>
<td>96.3</td>
<td>3.7</td>
<td>30.77</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17</td>
<td>16</td>
<td>94.12</td>
<td>5.88</td>
<td>18.75</td>
</tr>
</tbody>
</table>

### 2021-22 Career Technical Education Programs

High Tech High International offers career technical courses as an integrated part of HTH graduation requirements. Students also elect to participate in internships in various fields within CTE.
### 2021-22 Career Technical Education (CTE) Participation

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td></td>
</tr>
<tr>
<td>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</td>
<td></td>
</tr>
<tr>
<td>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td></td>
</tr>
</tbody>
</table>

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>97.94</td>
</tr>
<tr>
<td>2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>98.94</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Component 1: Aerobic Capacity</th>
<th>Component 2: Abdominal Strength and Endurance</th>
<th>Component 3: Trunk Extensor and Strength and Flexibility</th>
<th>Component 4: Upper Body Strength and Endurance</th>
<th>Component 5: Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>79.81</td>
<td>79.81</td>
<td>79.81</td>
<td>79.81</td>
<td>79.81</td>
</tr>
</tbody>
</table>

### 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 High International'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 meetings at the school site in addition to monthly Java with Jade meetings. The Java with Jade meetings provide an opportunity for parents to learn about specific programming at our school as well as ask questions, share celebrations and raise concerns as they arise. Parents have an active voice at HTHI. 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 monthly news blast.
C. Engagement

State Priority: Pupil Engagement

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>3.1</td>
<td>0</td>
<td>3.9</td>
<td>4.8</td>
<td>8.9</td>
<td>7.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>93.8</td>
<td>97.8</td>
<td>85.6</td>
<td>87.9</td>
<td>84.2</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students in Cohort</th>
<th>Number of Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>89</td>
<td>87</td>
<td>97.8</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>39</td>
<td>95.1</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>48</td>
<td>100.0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>34</td>
<td>32</td>
<td>94.1</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>33</td>
<td>33</td>
<td>100.0</td>
</tr>
<tr>
<td>English Learners</td>
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<td>--</td>
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</tr>
<tr>
<td>Foster Youth</td>
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<td>0.0</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>42</td>
<td>40</td>
<td>95.2</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>20</td>
<td>19</td>
<td>95.0</td>
</tr>
</tbody>
</table>
### 2021-22 Chronic Absenteeism by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Cumulative Enrollment</th>
<th>Chronic Absenteeism Eligible Enrollment</th>
<th>Chronic Absenteeism Count</th>
<th>Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>403</td>
<td>395</td>
<td>105</td>
<td>26.6</td>
</tr>
<tr>
<td>Female</td>
<td>190</td>
<td>183</td>
<td>58</td>
<td>31.7</td>
</tr>
<tr>
<td>Male</td>
<td>213</td>
<td>212</td>
<td>47</td>
<td>22.2</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>23</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Filipino</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>201</td>
<td>197</td>
<td>57</td>
<td>28.9</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>44</td>
<td>44</td>
<td>13</td>
<td>29.5</td>
</tr>
<tr>
<td>White</td>
<td>105</td>
<td>104</td>
<td>21</td>
<td>20.2</td>
</tr>
<tr>
<td>English Learners</td>
<td>28</td>
<td>28</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Homeless</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>169</td>
<td>167</td>
<td>53</td>
<td>31.7</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>73</td>
<td>73</td>
<td>17</td>
<td>23.3</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2019-20</th>
<th>District 2019-20</th>
<th>State 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>1.82</td>
<td>2.24</td>
<td>2.45</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00</td>
<td>0.04</td>
<td>0.05</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2020-21</th>
<th>School 2021-22</th>
<th>District 2020-21</th>
<th>District 2021-22</th>
<th>State 2020-21</th>
<th>State 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.00</td>
<td>1.99</td>
<td>0.06</td>
<td>2.51</td>
<td>0.20</td>
<td>3.17</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.05</td>
<td>0.00</td>
<td>0.07</td>
</tr>
</tbody>
</table>

### 2021-22 Suspensions and Expulsions by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Suspensions Rate</th>
<th>Expulsions Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>Female</td>
<td>1.58</td>
<td>0.00</td>
</tr>
<tr>
<td>Male</td>
<td>2.35</td>
<td>0.00</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.49</td>
<td>0.00</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>2.86</td>
<td>0.00</td>
</tr>
<tr>
<td>English Learners</td>
<td>3.57</td>
<td>0.00</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>2.96</td>
<td>0.00</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4.11</td>
<td>0.00</td>
</tr>
</tbody>
</table>
2022-23 School Safety Plan

HTHI 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes with 1-22 Students</th>
<th>Number of Classes with 23-32 Students</th>
<th>Number of Classes with 33+ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>24</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>24</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes with 1-22 Students</th>
<th>Number of Classes with 23-32 Students</th>
<th>Number of Classes with 33+ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>25</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>26</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes with 1-22 Students</th>
<th>Number of Classes with 23-32 Students</th>
<th>Number of Classes with 33+ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils to Academic Counselor</td>
<td>391</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>1.0</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5.0</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>13184</td>
<td>2507</td>
<td>10677</td>
<td>$64995</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$10758.00</td>
<td>$87,535</td>
</tr>
<tr>
<td>Percent Difference - School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>-0.8</td>
<td>-29.6</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$6,594</td>
<td>$85,368</td>
</tr>
<tr>
<td>Percent Difference - School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>47.3</td>
<td>-27.1</td>
</tr>
</tbody>
</table>

### 2021-22 Types of Services Funded

High Tech High International offers a college preparatory curriculum where all students take UC A-G coursework in preparation for college admission. During these courses, all students have access to technology to complete their school work. In addition, students enroll in X Block, where they 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. In addition, students are able to go on field trips and attend camps and retreats. The school also supports an academic internship program.

### 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/](http://www.cde.ca.gov/ds/fd/cs/).

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$48,792</td>
<td>$51,081</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$74,140</td>
<td>$77,514</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$103,272</td>
<td>$105,764</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$139,598</td>
<td>$133,421</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$144,113</td>
<td>$138,594</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$157,184</td>
<td>$153,392</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$270,000</td>
<td>$298,377</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | 0 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total AP Courses Offered</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

Where there are student course enrollments of at least one student.

### 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 8 days before school starts. There are also 5 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another and are built on the belief that “we have a lot of expert knowledge right here in our building.”

- **New Teacher Odyssey:** Prior to the 8 staff days for veteran teachers, teachers new to 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 arrive one hour before school starts to engage in collegial dialogue. Meetings occur at least 2 times per week; one time as a full staff and one time in grade levels. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meeting 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of school days dedicated to Staff Development and Continuous Improvement</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>