High Tech Elementary Explorer
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	High Tech Elementary Explorer
Street	2230 Truxtun Rd.
City, State, Zip	San Diego, CA , 92106-6128
Phone Number	(619) 795-3600
Principal	Melissa Han, Director
Email Address	mhan@hightechhigh.org
School Website	http://www.hightechhigh.org
County-District-School (CDS) Code	37 68338 6117683

2023-24 District Contact Information

District Name	High Tech Elementary Explorer
Phone Number	(619) 725-8000
Superintendent	Lamont Jackson
Email Address	ljackson@sandi.net
District Website	www.sandi.net

2023-24 School Description and Mission Statement

About Our School

Melissa Galang Han Ed.D. is Director of High Tech Elementary Explorer, where she partners with teachers and families to love students well. Melissa's 15 years of teaching in elementary school classrooms have been rooted in curiosity, listening, and learning to harness student voice that guides the creation of minds-on hands-on learning environments where students are happier and the role of teaching is transformed.

Melissa's action research at High Tech High's Graduate School of Education was instrumental in anchoring her teaching in student voice. Melissa was led by more fierce wonderings to pursue research at UCSD and CSUSM's Joint Doctoral Program in Educational Leadership, where she focused on understanding which key components of an educational system support student-centered learning for both children and teachers. Her commitment to investigating student-centered education even took her to Finland as a U.S. Fulbright Distinguished Award in Teaching Fellow to observe how the Finnish build and sustain student-centered schools. These experiences have solidified Melissa's desire to create and facilitate transformative structures with teachers to effectively build understanding of how to love students even better, together.

Mission Statement
High Tech Elementary Explorer is an independent public charter school, founded in 2000, which serves 350 children in grades K-5 who are enrolled by lottery from throughout San Diego. Explorer's mission is to develop critical thinkers who are caring, confident and lifelong learners in a diverse community that is sensitive to the needs of each child. Academic studies at Explorer take the form of projects, which engage students in research, content learning, field studies, and exhibitions. During project work, students engage in challenging and open-ended questions that are important to them and to the adult world. Students' work culminates in products and presentations that have an authentic audience, often beyond the school's walls. Explorer teachers seek out student passions in order to design rich learning experiences, both in content and in social and emotional interactions. Explorer students see school as a place w here they can ask big questions, where they can collaborate and create, and where they work to change the world.

Explorer's focus on social and emotional learning combined with project-based learning has profound academic impacts. In writing, for example, children find and use their authentic voice. In history, children see and analyze differing perspectives. In science, children analyze a problem, hypothesize a solution, and test the solution with evidence – the same way their teachers teach them to solve a problem on the playground. Just as in social and emotional development, rote academic learning can be superficial and fleeting. Learning, both emotional and cognitive, that is rooted in rigorous analysis of self, others, texts, and data can be longer lasting, deeper and flexible.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	68
Grade 2	69
Grade 3	71
Grade 4	53
Grade 5	69
Total Enrollment	376

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	1.1%
Asian	7.4%
Black or African American	7.4%
Filipino	3.2%
Hispanic or Latino	48.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.9%
White	25%
English Learners	10.1%
Socioeconomically Disadvantaged	41%
Students with Disabilities	16.2%

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)	12.60	80.82	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	12.79	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.39	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	194.90	3.25	12115.80	4.41
Unknown	0.00	0.00	243.90	4.07	18854.30	6.86
Total Teaching Positions	15.60	100.00	5994.60	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)	13.00	81.25	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	12.50	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	219.20	3.63	11953.10	4.28
Unknown	1.00	6.25	189.70	3.15	15831.90	5.67
Total Teaching Positions	16.00	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	8.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

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 Explorer 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, HTeX 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		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

HTEX occupies the first floor of a 91,140 square foot, three story building that was originally built in 1967+/-, but was completely renovated in 2005. 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 70 Kw photovoltaic system was added to the roof in 2014. LED lighting and other energy upgrades were implemented in 2016.

Year and month of the most recent FIT report	January 2024

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			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	39	51	52	47	46
Mathematics (grades 3-8 and 11)	30	32	39	40	33	34

2022-23 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	196	192	97.96	2.04	39.06
Female	89	88	98.88	1.12	48.86
Male	107	104	97.20	2.80	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	52.94
Black or African American	16	15	93.75	6.25	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	103	101	98.06	1.94	33.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	53.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	11	84.62	15.38	27.27
Socioeconomically Disadvantaged	95	93	97.89	2.11	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	19.57

2022-23 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	196	194	98.98	1.02	32.47
Female	89	88	98.88	1.12	32.95
Male	107	106	99.07	0.93	32.08
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	58.82
Black or African American	16	15	93.75	6.25	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	47.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	12	92.31	7.69	8.33
Socioeconomically Disadvantaged	95	94	98.95	1.05	22.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	19.15

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.17	28.99	35.99	38.07	29.47	30.29

2022-23 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	71	69	97.18	2.82	28.99
Female	36	35	97.22	2.78	31.43
Male	35	34	97.14	2.86	26.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	21.05

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.5	98.5	98.5	98.5	98.5

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.

2023-24 Opportunities for Parental Involvement

High Tech Elementary Explorer'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. Parents have an active voice at HTeX. 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 HTeX Compass e-newsletter.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	389	146	37.5
Female	196	183	69	37.7
Male	211	206	77	37.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	31	28	9	32.1
Black or African American	34	30	11	36.7
Filipino	13	13	3	23.1
Hispanic or Latino	190	189	84	44.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	27	8	29.6
White	104	97	29	29.9
English Learners	40	39	16	41.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	171	168	65	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	33	43.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.26	2.70	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.7	0
Female	0.51	0
Male	4.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	4.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.96	0
English Learners	2.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.49	0

2023-24 School Safety Plan

HTeX 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	26		2	
3	25		3	
4	26		2	
5	26		2	
Other	27		1	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23	1	2	
2	23		3	
3	24		2	
4	23		3	
5	26		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	23	0	3	0
2	23	0	3	0
3	24	0	3	0
4	26	0	2	0
5	23	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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

2022-23 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	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$11906.00	$2586.00	$9319.00	$60,630
District	N/A	N/A	$10758.00	$90,641
Percent Difference - School Site and District	N/A	N/A	-14.3	-36.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	34.2	-33.9

Fiscal Year 2022-23 Types of Services Funded

The school offers a well-attended before and after school program that is geared toward safe and fun activities for all children. Academic Coaches support students in all grade levels K-5. and Exploratory teachers provide instruction in Engineering, Art & Dance, and Outdoor Leadership. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,743	$55,550
Mid-Range Teacher Salary	$77,105	$80,703
Highest Teacher Salary	$107,402	$109,418
Average Principal Salary (Elementary)	$145,885	$137,703
Average Principal Salary (Middle)	$151,051	$143,760
Average Principal Salary (High)	$164,119	$159,021
Superintendent Salary	$375,000	$319,443
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

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, 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 occurs at least 3 days per month. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meeting enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas. Teachers also meet for extended half-day professional development in the afternoon.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15