HIGH TECH HIGH

HTH ®

NORTH COUNTY

Executive Summary School Accountability Report Card, 2011–12

For High Tech High North County

Address:	2861 Womble Rd., San Diego, CA, 92106-6025	Phone:	(619) 243-5014
Principal:	Mr. Isaac Jones, School Director	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Launched by an industry and educator coalition, High Tech High North County is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High North County is a small, diverse learning community with a current enrollment of 405 students. HTHNC is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High North County is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. High Tech High North County opened fall 2007 with approximately 150 ninth grade students, serving San Diego's North County and Beyond. It is one of the first two charter schools opened under the California Statewide Benefit Charter that was awarded to High Tech High in 2006.

Student Enrollment

Group	Enrollment
Number of students	539
Black or African American	6.3%
American Indian or Alaska Native	1.9%
Asian	7.4%
Filipino	4.6%
Hispanic or Latino	14.1%
Native Hawaiian or Pacific Islander	1.1%

White	64.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	21.7%
English Learners	7.1%
Students with Disabilities	13.7%

Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	8
Teachers Teaching Outside Subject Area of Competence	7
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	25

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68%
Mathematics	25%
Science	55%
History-Social Science	57%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	790
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 8 of 9
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

High Tech High North County: High Tech High North County is located in a purpose-built facility designed to reflect the core values of High Tech High. The 46,000 square foot facility was designed following major sustainable design standards including LEED, Collaborative for High Performance Schools, and the EPA Energy Star programs. This facility groups grade-levels into neighborhoods with small-group as well as large-group learning areas, along a Gallery. The school has 27 classrooms and labs, as well as an all-school gathering area with theatrical lighting and sound. In-house Facilities staff adequately maintain the building systems, and the custodians follow rigorous cleaning standards for all spaces. High Tech High North County's lunch area is outdoors, shared with other High Tech High schools on-campus. Recreational areas provide opportunities for students to participate in formal and informal recreation activities. Maintenance of the common outdoor space occurs daily and all students participate in an after lunch outdoor clean up.

Repairs Needed

None needed

Corrective Actions Taken or Planned

None needed

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	NA
Mathematics	NA
Science	NA
History-Social Science	NA
Foreign Language	NA
Health	NA
Visual and Performing Arts	NA
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$7,038
District	$6,524
State	$5,455

School Completion

Indicator	Result

Graduation Rate (if applicable)	90.82

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	100.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is

generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	High Tech High North County	**District Name**	SBC - High Tech High
Street	2861 Womble Rd.	**Phone Number**	(619) 243-5014
City, State, Zip	San Diego, CA, 92106-6025	**Web Site**	www.hightechhigh.org
Phone Number	(619) 243-5014	**Superintendent**	Larry Rosenstock
Principal	Mr. Isaac Jones, School Director	**E-mail Address**	lrosenstock@hightechhigh.org
E-mail Address	ijones@hightechhigh.org	**CDS Code**	37764710114694

School Description and Mission Statement (School Year 2011–12)

Launched by an industry and educator coalition, High Tech High North County is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High North County is a small, diverse learning community with a current enrollment of 155 students. HTHNC is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of High Tech High North County is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. High Tech High North County opened fall 2007 with approximately 150 ninth grade students, serving San Diego's North County and Beyond. It is one of the first two charter schools opened under the California Statewide Benefit Charter that was awarded to High Tech High in 2006.

Opportunities for Parental Involvement (School Year 2011–12)

High Tech High North County's Parent Association has been active for the last year and has been instrumental in communicating with parents and getting more parents involved in making decisions that positively affect student learning outcomes. The Parent Association holds monthly meetings. 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 HTHNC community via a HTH parent e-newsletter and weekly news blast. The parent website can be found at www.parentpage.org.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	**Grade 8**	0
Grade 1	0	**Ungraded Elementary**	0
Grade 2	0	**Grade 9**	169
Grade 3	0	**Grade 10**	151

Grade 4	0	Grade 11	112
Grade 5	0	Grade 12	107
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	539

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	6.3%
American Indian or Alaska Native	1.9%
Asian	7.4%
Filipino	4.6%
Hispanic or Latino	14.1%
Native Hawaiian or Pacific Islander	1.1%
White	64.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	21.7%
English Learners	7.1%
Students with Disabilities	13.7%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.3		18		15.3	25	7	0	27.1	3	1	3
Mathematics	25.3		18		16.7	21	8	0	17.2	9	4	0
Science	25.3		18		17.4	17	11	0	26.8	7	7	3
Social Science	25.3		18		17.5	17	11	0	33.4	5	5	7

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

III. School Climate

School Safety Plan (School Year 2011–12)

High Tech High North County updates its safety practices yearly and the safety plan is on file at the front desk and in each

classroom. All students practice evacuation procedures multiple times each year. School evacuation maps are strategically located throughout the school. The safety plan includes addresses prevention, response, and recovery related to emergencies.

Prevention: Prevention programs are the first component in an integrated school safety plan. The purpose of the program is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. High Tech High North County's primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans in place to insure an effective response. HTHNC minimizes the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTHNC is prepared to assist students and staff in their emotional recovery from an emergency or disaster. Recovery procedures are practiced and discussed regularly throughout the school year.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.09	.09%	09%	.06	.06	.05
Expulsions	0%	0%	0%	0%	0%	0%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

High Tech High North County: High Tech High North County is located in a purpose-built facility designed to reflect the core values of High Tech High. The 46,000 square foot facility was designed following major sustainable design standards including LEED, Collaborative for High Performance Schools, and the EPA Energy Star programs. This facility groups grade-levels into neighborhoods with small-group as well as large-group learning areas, along a Gallery. The school has 27 classrooms and labs, as well as an all-school gathering area with theatrical lighting and sound. In-house Facilities staff adequately maintain the building systems, and the custodians follow rigorous cleaning standards for all spaces. High Tech High North County's lunch area is outdoors, shared with other High Tech High schools on-campus. Recreational areas provide opportunities for students to participate in formal and informal recreation activities. Maintenance of the common outdoor space occurs daily and all students participate in an after lunch outdoor clean up

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: 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 Rating		X			███

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	18	21	25	71
Without Full Credential	8	10	8	25
Teaching Outside Subject Area of Competence (with full credential)	0	9	7	24

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	3	2	1
Total Teacher Misassignments*	12	9	9
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers

This School	79%	21%
All Schools in District	80%	13%
High-Poverty Schools in District	ND	ND
Low-Poverty Schools in District	ND	ND

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black do not require data.
* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.
Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	NA	NA
Mathematics	Yes- We offer a variety of mathematical texts	NA	NA
Science	Yes- We offer a variety of scientific texts	NA	NA
History-Social Science	Yes- Curriculum integrates history and social science	NA	NA
Foreign Language	We offer Spanish textbooks	NA	NA
Health	We do not offer health	NA	NA
Visual and Performing Arts	Yes we offer textbooks art	NA	NA
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,912	$874	$7,038	$44,704
District			$6,524	$46,433
Percent Difference – School Site and District			6%	4%
State			$5,455	$68,835%
Percent Difference – School Site and State			22%	35%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current*

Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,433	ND
Mid-Range Teacher Salary	$46,432	ND
Highest Teacher Salary	$68,907	ND
Average Principal Salary (Elementary)	$110,916	ND
Average Principal Salary (Middle)	$75,000	ND
Average Principal Salary (High)	$90,000	ND
Superintendent Salary	NA	ND
Percent of Budget for Teacher Salaries	40%	ND
Percent of Budget for Administrative Salaries	6%	ND

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose

disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	71%	72%	68%	65%	68%	66%	52%	54%	56%
Mathematics	25%	27%	25%	31%	35%	38%	48%	50%	51%
Science	50%	53%	55%	49%	52%	46%	54%	57%	60%
History-Social Science	58%	61%	57%	49%	52%	46%	44%	48%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	66%	38%	46%	46%
All Students at the School	68%	25%	55%	57%
Male	68%	30%	64%	67%
Female	67%	20%	43%	45%
Black or African American	45%	9%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	87%	53%	0%	0%

Filipino	45%	36%	0%	0%
Hispanic or Latino	54%	22%	27%	37%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	74%	27%	60%	65%
Two or More Races	58%	13%	0%	45%
Socioeconomically Disadvantaged	50%	16%	41%	43%
English Learners	12%	24%	0%	0%
Students with Disabilities	45%	27%	43%	52%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	76%	78%	75%	74%	70%	72%	54%	59%	56%
Mathematics	62%	64%	67%	59%	65%	71%	54%	56%	58%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics

	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	28%	23%	49%	29%	45%	26%
All Students at the School	25%	23%	53%	33%	42%	25%
Male	29%	24%	47%	26%	45%	29%
Female	18%	22%	60%	42%	39%	18%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	50%	17%	33%	65%	26%	10%
Native Hawaiian or Pacific Islander						
White	19%	24%	58%	26%	46%	28%
Two or More Races						
Socioeconomically Disadvantaged	35%	26%	38%	47%	47%	6%
English Learners						
Students with Disabilities	43%	19%	38%	48%	38%	14%
Students Receiving Migrant Education Services						

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	0.00%	0.00%	0.00%

| 7 | 0.00% | 0.00% | 0.00% |
| 9 | 26.10% | 42.40% | 17.00% |

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	5	2	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	11	12	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		6	3
Native Hawaiian or Pacific Islander			
White	23	18	-9
Two or More Races			

Socioeconomically Disadvantaged	4	-7
English Learners		
Students with Disabilities		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	399	790	1,775	786	4,664,264	788
Black or African American	10		66	726	313,201	710
American Indian or Alaska Native	2		11	825	31,606	742
Asian	15	907	52	878	404,670	905
Filipino	11	788	93	859	124,824	869
Hispanic or Latino	91	733	943	757	2,425,230	740
Native Hawaiian or Pacific Islander	2		11	802	26,563	775
White	237	813	518	820	1,221,860	853
Two or More Races	31	732	81	799	88,428	849
Socioeconomically Disadvantaged	90	736	695	757	2,779,680	737
English Learners	24	629	303	713	1,530,297	716
Students with Disabilities	52	662	191	634	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	■	1
Percent of Schools Currently in Program Improvement	■	20.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		0.0	3.1		1.5			16.6	14.4
Graduation Rate		33.33	90.82					74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	100%	100%	N/D
Black or African American	100%	100%	N/D
American Indian or Alaska Native	100%	100%	N/D
Asian	100%	100%	N/D
Filipino	100%	100%	N/D

Hispanic or Latino	100%	100%	N/D
Native Hawaiian or Pacific Islander	100%	100%	N/D
White	100%	100%	N/D
Two or More Races	100%	100%	N/D
Socioeconomically Disadvantaged	100%	100%	N/D
English Learners	100%	100%	N/D
Students with Disabilities	100%	100%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	100.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	
English	NA	
Fine and Performing Arts	NA	
Foreign Language	NA	
Mathematics	NA	
Science	NA	
Social Science	NA	

All courses	NA		NA

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Faculty members at High Tech High will participate in ongoing professional development. This will normally include:
- Regular meetings, 45 minutes per day, without students, for collaboration and
- program development
- 3 weekly student/faculty team meetings
- Weekly all-staff meetings
- Various development workshops throughout the year
- Two-week long teacher preparation session in August before the opening of school
- A week-long session at the end of the school year

Several day-long professional development sessions throughout the year