Executive Summary School Accountability Report Card, 2011–12

For High Tech Elementary Chula Vista

Address:	2861 Womble Rd., San Diego, CA, 92106-6025	Phone:	(619) 243-5014
Principal:	Ms. Anne Worrall, School Director	Grade Span:	K-5

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

LEARNING at High Tech Elementary is rooted in project-based learning. This means that our faculty guides our students through the creation of projects designed to develop their understandings of the world around them. Kindergarten through Fifth graders are immersed in the process of learning: exploring, discussing, designing, reflecting, and refining. They create something together that demonstrates their new understandings to a real audience, often outside the school walls. Our sources of information are not limited to traditional textbooks and basal publications. At HTe, students examine information from "expert" adults, primary source documents, other teachers, Internet resources and each other.

TO appreciate the connectedness of our world, subjects are not taught in isolation from each other. The majority of the projects we create weave scientific, mathematical, literary, historical, and artistic facets together, creating a whole greater than the sum of its parts.

OUR students and adults together weave opportunities to develop qualities and attributes throughout our daily work: curiosity, integrity, empathy, confidence and reflection. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success at middle school and beyond Over the course of the year, students build upon what they have learned, in preparation for the next grade.

HTe serves approximately 400 students, from Kindergarten through Fifth Grade, allowing our children and adults to form close relationships that challenge and nurture each child as an individual. Class sizes are kept at 26 students or fewer to support each student's unique personality, interests, and needs. Students are not separated by ability or skill into different classrooms or programs. HTe teachers and staff deeply believe that all students have gifts and talents and needs, and we support them within our classrooms. Accordingly, we do not have separate GATE or Special Education rooms.

WHAT a child accomplishes as a result of study is tremendously important. Most assessment at High Tech Elementary is performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel (usually comprised of teachers, community members, and other students). Consequently, our students are given traditional weekly exams and tests sparingly. At High Tech Elementary, the measure of accomplishment lies primarily in the students' ability to explain or demonstrate his/her learning from the beginning of the project to the end.

HTe's BUILDING DESIGN supports our young students as they learn and grow. Classroom walls are moveable, so groups of students can work in small groups or large groups; most windows and doors are transparent encouraging students (and adults) to see what others are working on, sparking new ideas. Student work is always created for an audience, and that

work is often displayed for that audience throughout the building. Studio space has been created for classes in Performance Arts, Elementary Engineering/Design and Fine Arts. All classroom furniture is specifically selected to meet the needs of our children as their bodies grow and develop physically. The floor plan was intentionally designed for teams of three teachers at each grade level, who plan collaboratively on projects. Shared spaces throughout the building allow for older students to mentor younger students in a variety of structured activities.

Student Enrollment

Group	Enrollment
Number of students	395
Black or African American	14.9%
American Indian or Alaska Native	6.8%
Asian	9.1%
Filipino	11.4%
Hispanic or Latino	41.8%
Native Hawaiian or Pacific Islander	3.0%
White	12.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	44.1%
English Learners	22.5%
Students with Disabilities	10.4%

Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	3

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	59%
Mathematics	48%
Science	38%
History-Social Science	0%

*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)	778
Statewide Rank (from 2011 Base API Report)	NA
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 17
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 Elementary Chula Vistais located in a purpose-built facility designed to reflect the core values of High Tech High. The 42,000 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 naturally-ventilated, daylit 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 maintains the building systems, and the custodians follow rigorous cleaning standards for all spaces. High Tech High Chula Vista's lunch area is outdoors, and will be shared with future other High Tech High schools on-campus, once built. 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	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	NA
District	$6523
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

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	NA

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 Elementary Chula Vista	**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	Ms. Anne Worrall, School Director	**E-mail Address**	lrosenstock@hightechhigh.org
E-mail Address	aworrall@hightechhigh.org	**CDS Code**	37764710123059

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

LEARNING at High Tech Elementary is rooted in project-based learning. This means that our faculty guides our students through the creation of projects designed to develop their understandings of the world around them. Kindergarten through Fifth graders are immersed in the process of learning: exploring, discussing, designing, reflecting, and refining. They create something together that demonstrates their new understandings to a real audience, often outside the school walls. Our sources of information are not limited to traditional textbooks and basal publications. At HTe, students examine information from "expert" adults, primary source documents, other teachers, Internet resources and each other.

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Opportunities for Parental Involvement (School Year 2011–12)

The HTECV 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 second Thursday of each month at the school site. Parents have an active voice at the school, and 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, and communicate to all members of the HTECV community on an on-going basis to discuss student achievement. HTECV parents also communicate via e-newsletter and weekly news blasts to HTECV parent, students, and teachers. 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	62	Grade 8	0
Grade 1	61	Ungraded Elementary	0
Grade 2	65	Grade 9	0
Grade 3	66	Grade 10	0
Grade 4	71	Grade 11	0
Grade 5	70	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	395

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

Group	Percent of Total Enrollment

Black or African American	14.9%
American Indian or Alaska Native	6.8%
Asian	9.1%
Filipino	11.4%
Hispanic or Latino	41.8%
Native Hawaiian or Pacific Islander	3.0%
White	12.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	44.1%
English Learners	22.5%
Students with Disabilities	10.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA	NA	NA	NA	NA	NA	NA	NA	20.0	3	0	0
1	NA	NA	NA	NA	NA	NA	NA	NA	20.0	3	0	0
2	NA	NA	NA	NA	NA	NA	NA	NA	21.0	3	0	0
3	NA	NA	NA	NA	NA	NA	NA	NA	21.7	3	0	0
4	NA	NA	NA	NA	NA	NA	NA	NA	22.3	1	2	0
5	NA	NA	NA	NA	NA	NA	NA	NA	22.7	1	2	0
6	NA	NA	NA	NA	NA	NA	NA	NA				
Other												

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

III. School Climate

School Safety Plan (School Year 2011–12)

High Tech Elementary Chula Vista 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's Chula Vista'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. HTHCV minimize the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTHCV 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	NA	NA	.08	.06	.06	.05
Expulsions	NA	NA	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)

HTECV 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. HTECV'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. HTECV school will minimize the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTECV 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.

HTECV combats the alienation of adolescence and the anonymity of most urban schools with a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. HTECV has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at HTECV is 23:1, and each student has an advisor who remains constant throughout the four years of school. HTECV's curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers. HTECV believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

HTECV will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

The following represent typical grounds for suspension and expulsion:

• Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
The threat, causation or attempted causation of physical injury to another person, including sexual assault.
• Unlawful possession, use, sale, offer or being under the influence of any controlled substance, alcoholic beverage or any intoxicant.
• Theft or attempted theft of school or private property.
• Destruction or attempted destruction of school or private property.
• Extortion.
• Obscene or offensive acts or habitual profanity or vulgarity.
• Disruption of school activities or willful defiance of valid school authorities.
• Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.
A student suspension or expulsion may only be applied with the approval of the Site Director

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	NA	NA	17	71
Without Full Credential	NA	NA	4	25

Teaching Outside Subject Area of Competence (with full credential)	NA	NA		1	24

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	NA	2	2
Total Teacher Misassignments*	NA	3	3
Vacant Teacher Positions	NA	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	95%	5%
All Schools in District	80%	19%
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

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	Average Number of Students per Academic

	School	Counselor
Academic Counselor		NA
Counselor (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)	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-	The school has several different types of lab equipment	NA	NA

12)			

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	NA	NA	NA	NA
District			NA	NA
Percent Difference – School Site and District			NA	NA
State			NA	NA
Percent Difference – School Site and State			NA	NA

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)

The school offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and academic coaching for struggling students. Students are also able to go on field trips and camps. The site also offers a comprehensive before and after school program that is geared toward enrichment and support for struggling students..

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)	NA	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	NA	NA	59%	65%	68%	66%	52%	54%	56%
Mathematics	NA	NA	48%	31%	35%	38%	48%	50%	51%
Science	NA	NA	38%	49%	52%	46%	54%	57%	60%
History-Social Science	NA	NA	0%	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	59%	48%	38%	0%
Male	59%	55%	48%	0%
Female	59%	42%	33%	0%
Black or African American	56%	50%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	84%	84%	0%	0%
Hispanic or Latino	53%	41%	36%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	75%	59%	0%	0%
Two or More Races	73%	64%	0%	0%
Socioeconomically Disadvantaged	52%	38%	24%	0%
English Learners	28%	28%	0%	0%
Students with Disabilities	33%	19%	0%	0%

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	NA	NA	NA	74%	70%	72%	54%	59%	56%
Mathematics	NA	NA	NA	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						
Male						
Female						
Black or African American						

American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
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	28.80%	23.30%	12.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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			
Similar Schools			

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			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
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	261	778	1,775	786	4,664,264	788
Black or African American	16	756	66	726	313,201	710
American Indian or Alaska Native	1		11	825	31,606	742
Asian	8		52	878	404,670	905
Filipino	16	923	93	859	124,824	869
Hispanic or Latino	181	756	943	757	2,425,230	740
Native Hawaiian or Pacific Islander	2		11	802	26,563	775
White	27	794	518	820	1,221,860	853
Two or More Races	10		81	799	88,428	849
Socioeconomically Disadvantaged	123	738	695	757	2,779,680	737
English Learners	53	722	303	713	1,530,297	716
Students with Disabilities	26	575	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	No	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	Not in PI	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
NA
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.

The goal of HTECV is to offer technologically-rich project-based learning to 6-8 grade students, as well as to afford a seamless transition from elementary school to middle school to high school, particularly to High Tech High. HTECV demonstrates how the public middle school experience can be redesigned to enhance student engagement and learning and overcome the traditional middle school hurdles so aptly documented in the classic *Caught in the Middle* (California Department of Education, 1987).Early on, the founders and staff of High Tech High realized that incoming ninth graders exhibited a wide range of experience, achievement, and readiness for the High Tech High program. Many of these students experienced a difficult transition from traditional middle schools to High Tech High. While many elementary schools have long employed hands-on, project-based approaches to learning, these approaches often disappear as middle schools attempt to prepare students for the typically fragmented high school curriculum and schedule. This just makes the transition to a school like High Tech High more difficult, since High Tech High asks its students to embrace independent learning, individual responsibility, and team learning. High Tech High holds the view that every student should be prepared for both the world of college and meaningful careers when they exit K-12 programs. Thus High Tech High offers all students rigorous, college-preparatory curriculum and real-world work

experience which prepares them to be successful citizens in 21st century America. 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

High Tech Elementary Chula Vista	School Accountability Report Card, 2011-2012
SBC - High Tech High	*Provided by the Ed-Data Partnership*
	For more information visit www.ed-data.org