

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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., 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.

Marsha Rybin

 Principal, High Tech LA

About Our School

We are pleased to provide you with this School Accountability Report Card. HighTech LA has, by all measures, earned its reputation as an exemplary California high school. In the last year, the school saw its API increase and was named the number 1 Charter High School in the state of California by the USC School Performance Dashboard. All students at HTLA complete a rigorous, college preparatory curriculum that meets or exceeds the University of California A - G requirements. The emphasis on a college going culture begins when students enter the school as freshmen and continues through their graduation. A full time Director of College Counseling works with each student and family to develop a pathway to college and guides them through the selection of schools to apply to, application, and the financial aid process. More than 90% of graduating seniors are accepted to four year colleges. A core belief of the school is that students need to be not only academically prepared for post secondary education, but need to be fluent in the digital and communication skills required in the college and the workplace. To that end, the use of technology is integrated into all classes at HighTech LA. The curriculum emphasizes Project Based Instruction which gives students the opportunity to connect their learning to the real world. In addition, the curriculum requires that students present and defend their work to classmates as well as faculty. We are proud of the work we do at HighTech LA and encourage you to review not only our SARC but our website and campus as well.

Contact

High Tech LA
17111 Victory Blvd.
Van Nuys, CA 91406-5455

Phone: 818-609-2640
E-mail: ms.rybin@ht-la.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information - Most Recent Year	
School Name	High Tech LA
Street	17111 Victory Blvd.
City, State, Zip	Van Nuys, Ca, 91406-5455
Phone Number	818-609-2640
Principal	Marsha Rybin
E-mail Address	ms.rybin@ht-la.org
Web Site	www.ht-la.org
County-District-School (CDS) Code	19647330100677

Last updated: 1/25/2016

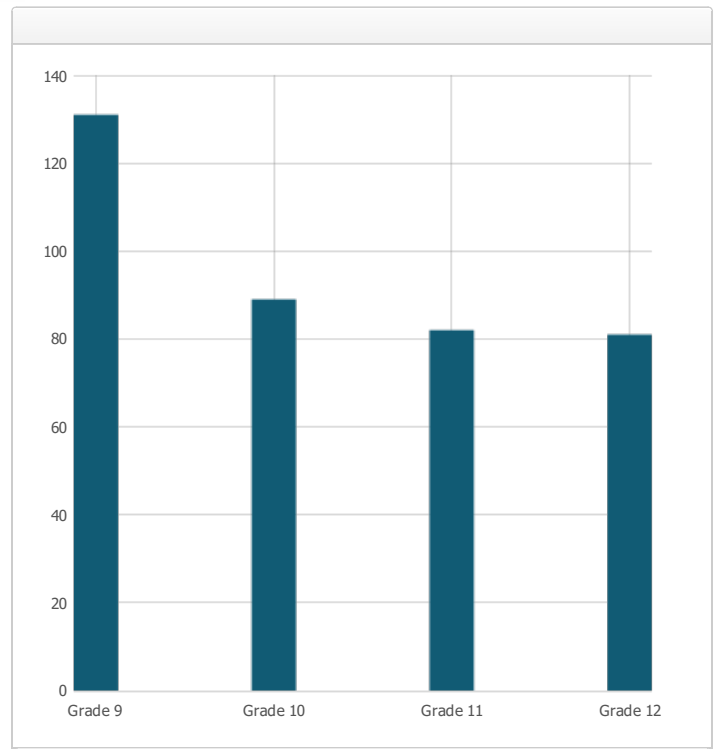
School Description and Mission Statement - Most Recent Year

HighTech LA is an independent charter high school where students are prepared to enter a college of their choice and become "knowledge leaders" in the 21st century digital world. HighTech LA is designed to stimulate curiosity, inquiry and a constant desire to push beyond limits, through a rigorous college-preparatory curriculum and intensive technology training. With the goal of preparing students for high-skilled, high-wage careers, this demanding college preparatory curriculum is brought to life by students' using the latest technology to develop innovative hands-on projects. HighTech LA is a small high school which provides a standards-based, college preparatory education that places an emphasis on using technology and hands-on interdisciplinary projects in addition to more traditional pedagogy. HighTech LA students do not simply learn facts and figures, but are engaged in discovering new knowledge on their own with the tools afforded to them in today's information age. In addition to a college preparatory curriculum in which each student meets the A-G University of California requirements, HighTech LA has provided technology-based electives on web design, robotics, computer engineering, Biotechnology, Computer Programming, and computer repair. As a graduation requirement, each senior is placed in an off-campus internship. All students participate in twice yearly "Presentations of Learning" in which they present their best work to a panel for defense and review. HighTech LA Mission Statement HighTech LA is a diverse community of active learners dedicated to fusing the traditional academic subjects with real-world technical applications and problem solving skills. Students are productive, self-directed learners, engaged in rigorous, relevant work. HTLA prepares students to be motivated, influential leaders committed to the challenge of connecting our community to the larger society.

Last updated: 1/25/2016

Student Enrollment by Grade Level (School Year 2014-15)

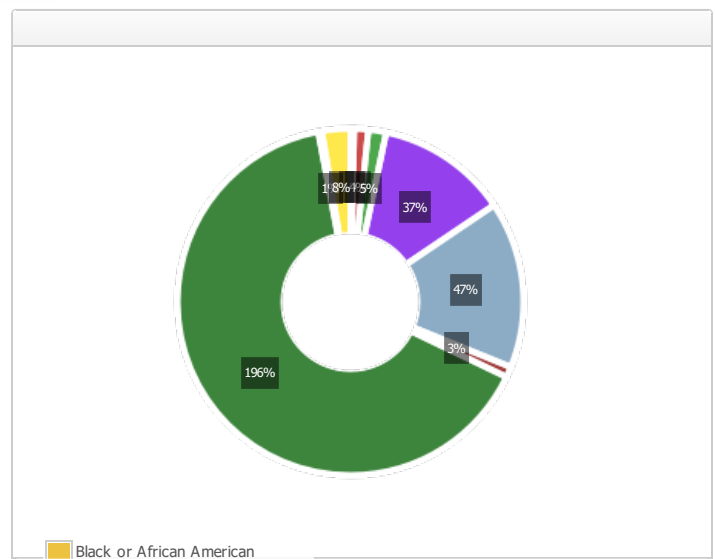
Grade Level	Number of Students
Grade 9	131
Grade 10	89
Grade 11	82
Grade 12	81
Total Enrollment	383



Last updated: 1/25/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.3 %
Asian	4.0 %
Filipino	5.1 %
Hispanic or Latino	37.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	47.5 %
Two or More Races	3.5 %
Socioeconomically Disadvantaged	196.0 %
English Learners	1.6 %
Students with Disabilities	8.5 %
Foster Youth	0.0 %



Last updated: 1/25/2016

A. Conditions of Learning

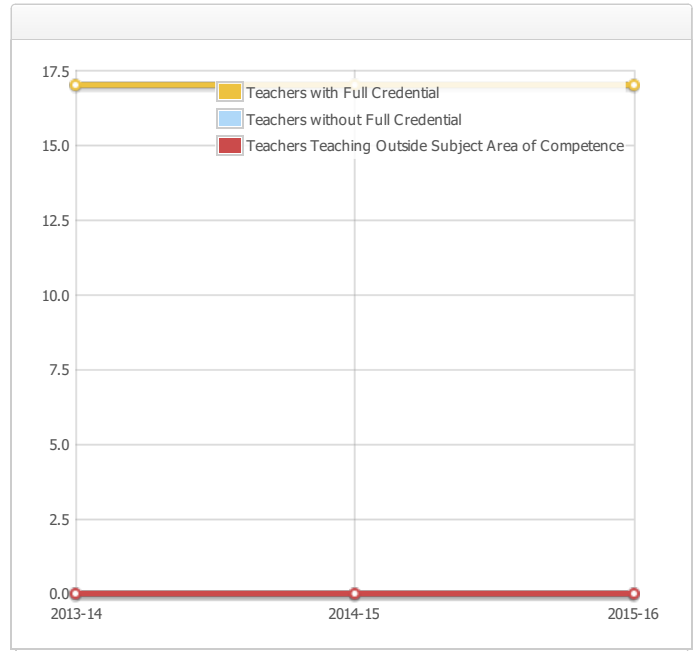
State Priority: Basic

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

Teacher Credentials

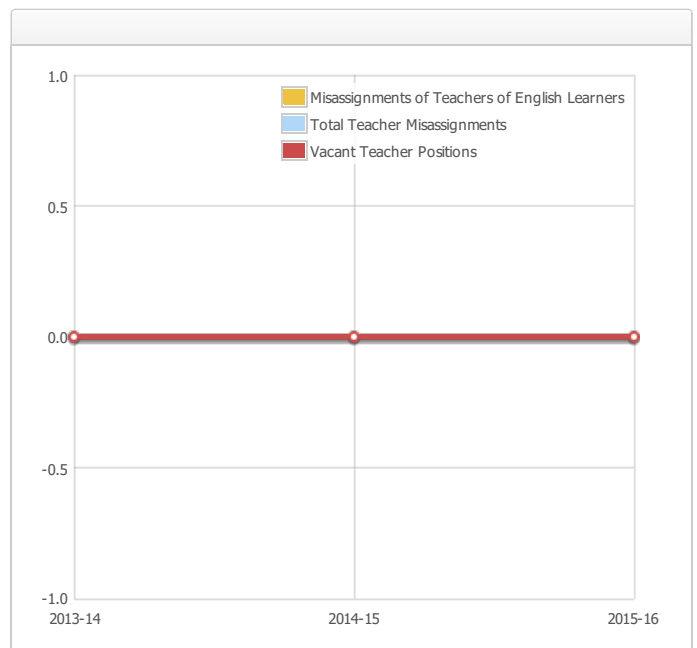
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	17	17	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/25/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

Last updated: 1/25/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: July 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes Gold Level: CA Edition.</i></p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes Platinum Level: CA Edition</i></p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes The American Experience: CA Edition</i></p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes The British Tradition: CA Edition</i></p>	No	0.0 %
Mathematics	<p><i>Algebra 1: Applications, Equations, Graphs.</i> Larson, Boswell, Kanold, Stiff.</p> <p><i>Geometry.</i> Larson, Boswell, Kanold, Stiff.</p> <p><i>Algebra II.</i> Larson, Boswell, Kanold, Stiff.</p> <p><i>The Basic Practice of Statistics</i> (4th Edition.) Moore.</p> <p><i>Pre-Calculus with Unit Circle Trigonometry</i> (4th Edition.) Cohen, Lee, Sklar.</p> <p><i>Calculus: Graphical, Numerical, Algebraic,</i> AP Edition (3rd.) Finney, Demana, Waits, Kennedy.</p>	Yes	0.0 %
Science	<p><i>Conceptual Physics: The High School Physics Program.</i> Hewitt.</p> <p><i>Chemistry</i> (CA Edition.) Myers, Oldham, Tocci.</p> <p><i>Biology</i> (CA Edition.) Miller and Levine.</p> <p><i>Fundamentals of Physics</i> (7th Edition.) Halliday, Resnick, and Walker.</p>	Yes	0.0 %
History-Social Science	<p><i>World History: Patterns of Interaction.</i> Beck, et al.</p> <p><i>World History: COnections to Today, The Modern Era.</i> Ellis and Esler.</p> <p><i>The Americans: Reconstruction to the 21st Century</i> (CA Edition.) Danxer, et al.</p> <p><i>Magruder's American Government.</i> McClenagan.</p>	No	0.0 %
Foreign Language	<p><i>Realidades 1.</i> Boyles, Met, Sayers, and Wargin.</p> <p><i>Realidades 2.</i> Boyles, Met, Sayers, and Wargin.</p>	No	0.0 %
Health			0.0 %

	N/A.	
Visual and Performing Arts	N/A.	0.0 %
Science Lab Eqpmt (Grades 9-12)	Full science lab.	0.0 %

Last updated: 1/25/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The HighTech LA facility was built in 2004 to the highest DSA standards. Since it was opened in September, 2004, the school has been immaculately maintained. Yearly inspections by LAUSD reflect that the facility is in excellent condition and is accessible to all students. The school added a DSA approved modular in 2010 which houses the science lab.

Last updated: 1/25/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof repair on bungalows completed 12/15. Roof repair on building will be completed by 8/16.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2014

Overall Rating	Exemplary
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Last updated: 1/25/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	81.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	45.0%	25.0%	33.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	80	98.8%	5.0%	14.0%	44.0%	38.0%
Male	81	50	61.7%	8.0%	10.0%	44.0%	38.0%
Female	81	30	37.0%	0.0%	20.0%	43.0%	37.0%
Black or African American	81	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	2	2.5%	--	--	--	--
Filipino	81	5	6.2%	--	--	--	--
Hispanic or Latino	81	37	45.7%	8.0%	8.0%	46.0%	38.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	31	38.3%	3.0%	23.0%	39.0%	35.0%
Two or More Races	81	4	4.9%	--	--	--	--
Socioeconomically Disadvantaged	81	42	51.9%	5.0%	21.0%	43.0%	31.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	81	7	8.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/25/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	80	98.8%	20.0%	35.0%	39.0%	6.0%
Male	81	50	61.7%	18.0%	32.0%	42.0%	8.0%
Female	81	30	37.0%	23.0%	40.0%	33.0%	3.0%
Black or African American	81	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	2	2.5%	--	--	--	--
Filipino	81	5	6.2%	--	--	--	--
Hispanic or Latino	81	37	45.7%	30.0%	35.0%	30.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	31	38.3%	10.0%	42.0%	42.0%	6.0%
Two or More Races	81	4	4.9%	--	--	--	--
Socioeconomically Disadvantaged	81	42	51.9%	26.0%	38.0%	31.0%	5.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	81	7	8.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64.0%	47.0%	57.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	57.0%
Male	64.0%
Female	40.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	37.0%
Native Hawaiian or Pacific Islander	--
White	71.0%
Two or More Races	--
Socioeconomically Disadvantaged	45.0%
English Learners	--
Students with Disabilities	53.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

Career Technical Education Programs (School Year 2014-15)

HighTech LA has, as a graduation requirement, a one semester off campus internship in the 12th grade year. In addition, all students use technology in every class, every day.

Last updated: 1/25/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/25/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

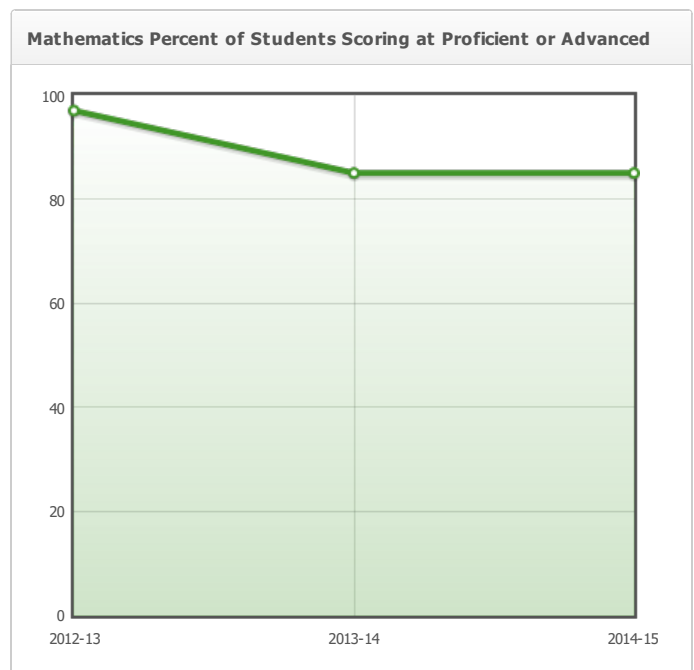
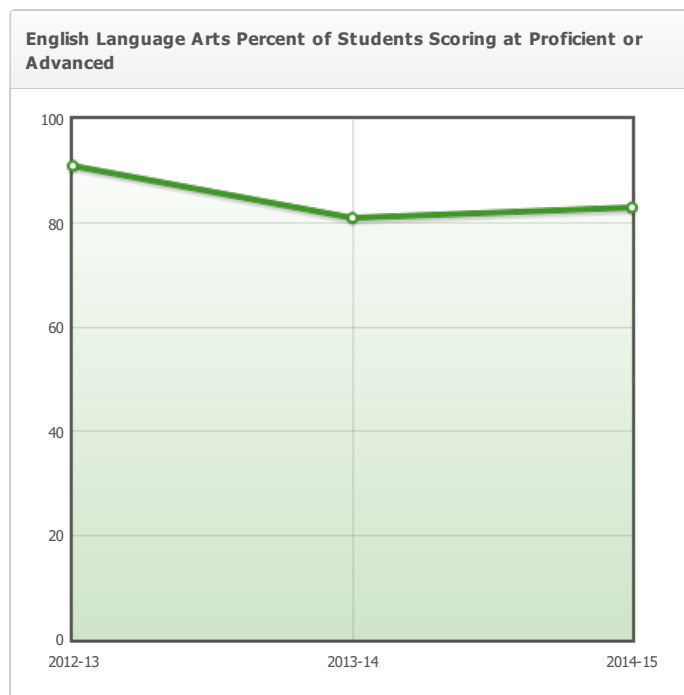
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	91.0%	81.0%	83.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	97.0%	85.0%	85.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/25/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	17.0%	25.0%	57.0%	15.0%	46.0%	39.0%
Male	23.0%	21.0%	56.0%	13.0%	39.0%	48.0%
Female	4.0%	35.0%	62.0%	19.0%	62.0%	19.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	26.0%	26.0%	49.0%	26.0%	46.0%	28.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	5.0%	24.0%	71.0%	5.0%	47.0%	47.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	27.0%	24.0%	49.0%	20.0%	49.0%	31.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.3%	22.0%	30.5%

Note: 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.

Last updated: 1/25/2016

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 for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents play an active role at HighTech LA. The Parent Organization meets monthly and organizes fundraisers to support the school, and invites teachers to give overviews on projects and activities. All parents have a log in to the school's student information system, PowerSchool, and are able to monitor their student's progress and attendance. Parents also have access to Moodle, an online course management system that all teachers post class assignments and due dates on. In addition to these resources, parents are notified of upcoming events and updated school policies via Blackbaord Connect and monthly newsletters. HTLA uses Naviance, and online college and career planning and research tool, which parents have access to. The Robotics club also has an active parent "Booster Club".

Parents have many opportunities to visit the school and see exhibitions of student work at twice yearly "Exhibition Nights". The Drama elective produces two performances a year, the eleventh grade writes and produces an evening performance of highlights of the decades of the Twentieth Century, and the tenth grade presents a cross curricular "Mystery Night."

The College Counselor has workshops for parents of each grade level and holds a FAFSA night where parents can get assistance filling out the FAFSA.

For more information on opportunities for parent involvement, contact Nicole Dorfler at nicole.dorfler@ht-la.org.

State Priority: Pupil Engagement

Last updated: 1/25/2016

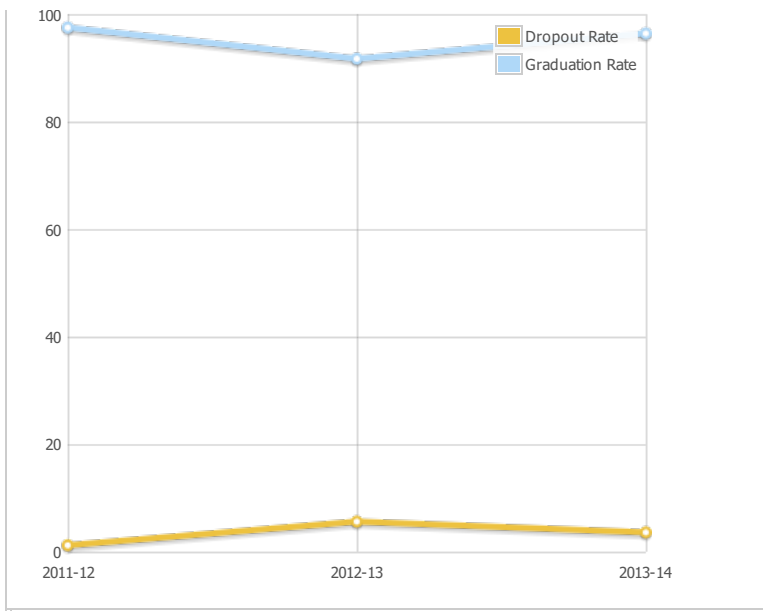
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.2%	5.6%	3.6%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	97.50	91.70	96.40	66.60	68.10	70.20	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/25/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	97	88	84
Black or African American	100	86	76
American Indian or Alaska Native	96	87	78
Asian	100	94	92
Filipino	96	92	96
Hispanic or Latino	0	88	81
Native Hawaiian or Pacific Islander	100	92	83
White	88	91	89
Two or More Races	86	92	82
Socioeconomically Disadvantaged	87	89	81
English Learners	94	32	50
Students with Disabilities	92	74	61
Foster Youth	--	--	--

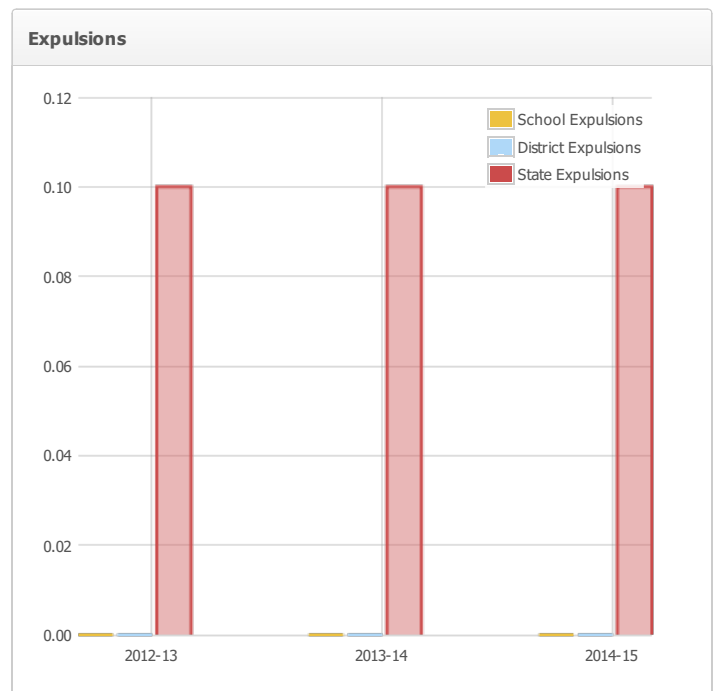
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.6	1.1	1.3	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2016

School Safety Plan - Most Recent Year

HighTech LA has a comprehensive safety plan that was last reviewed by staff on August 10, 2015. In addition to the Safety Plan, the staff participated in an "Active Shooter" in service by LASPD on November 8, 2013. Staff and students participate in monthly fire drills, semi annual earthquake drills, and semi annual lockdown drills.

Last updated: 1/25/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 1/25/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/25/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/25/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	1	10	2	29.0	1	11	1	29.0	1	11	2
Mathematics	25.0	4	9	3	24.0	5	8	3	21.0	2	4	
Science	27.0	1	10	2	28.0	1	11	1	29.0	1	12	
Social Science	32.0		10	3	30.0		12	2	29.0	1	12	2

* 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.

Last updated: 1/25/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	383.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 1/25/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8753.0	\$1777.0	\$6976.0	\$65541.0
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/25/2016

Types of Services Funded (Fiscal Year 2014-15)

HighTech LA has many programs and services to assist students. A Director of College Counseling works with all students in all grade levels to assist them in developing college lists and ultimately seeing them through the application and financial aid processes. A part-time Academic Counselor is available to support struggling students and offer solutions to students who need remediation. The Academic Counselor also meets with students, parents, and the teaching team to develop goal and strategies for students who face academic and/or behavioral challenges. A full time School Psychologist is available to assist students in crisis, conduct assessments, and teach a "networking" support class for students who struggle socially. HighTech LA provides before and after school tutoring in all academic subjects for all students which is funded by Title I. Students who have not passed a class can attend HTLA's Credit Recovery program in the summer which offers English, Math and Social Studies.

Last updated: 1/25/2016

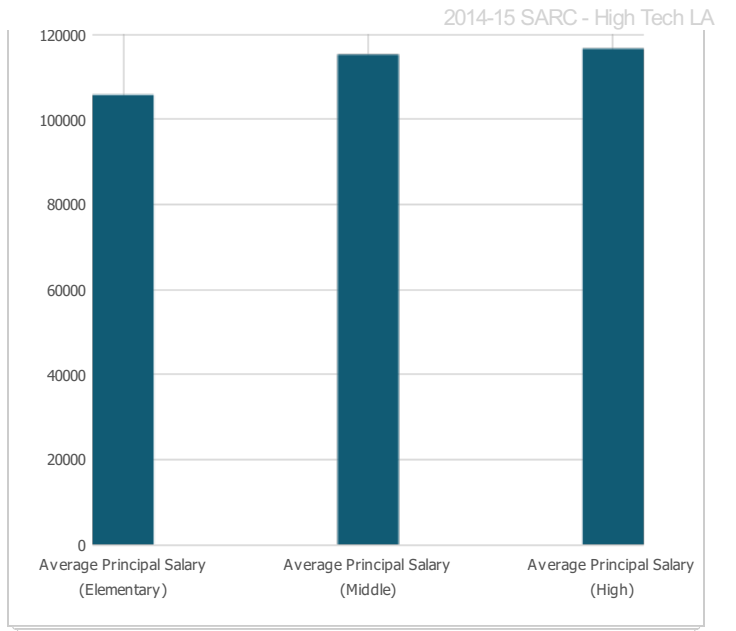
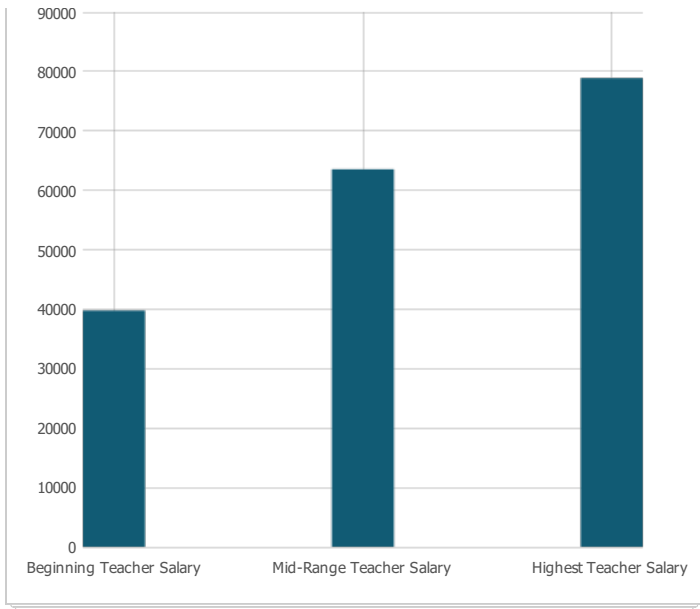
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/25/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/25/2016

Professional Development – Most Recent Three Years

HTLA has weekly staff development for teachers prior to the student's school day, as well as five pupil free days and a three day Faculty Retreat prior to the beginning of the school. Teachers meet in departments or grade level teams to develop curriculum and projects. In addition, faculty are encouraged to attend conferences and workshop and conduct in service to the rest of the staff. The focus for the year is developed during the Faculty Retreat where an analysis of students data which determines many of the professional development goals. For example, it was determined that EL students needed more support and as a result, faculty attended workshops on supporting EL students and provided in service to the remaining faculty. A significant amount of professional development is focused on Project Based Learning. During the 2013 Faculty Retreat, one full day was devoted to training by the Buck Institute for Education. During the school year, there is ongoing work on PBL and projects are vetted at monthly "Critical Friends" meetings.

Last updated: 1/25/2016