California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item02

Attachment 15

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from High Tech Middle Mesa (Charter #0756). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## High Tech Middle Mesa2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | High Tech Middle Mesa |
| School Address | 5331 Mt. Alifan Drive, Building 400 |
| City | San Diego |
| ZIP Code | 92111 |
| Located in District | San Diego Unified School District |
| County | San Diego |
| Website Address | www.hightechhigh.org |
| County District School (CDS) Code | 37-76471-0138768 |
| Charter Number | 0756 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2025 |
| Grade Levels Served | 6-8 |
| 2023–24 Enrollment | 338 |
| Instruction Type | Classroom-based |

**School Description:**

Developed by a coalition of San Diego civic leaders and educators, High Tech High (HTH) opened in September 2000 as a small public charter school with plans to serve approximately 450 students. HTH has evolved into an integrated network of 16 charter schools spanning grades kindergarten through grade twelve across four campuses, including nine schools under High Tech High’s Statewide Benefit Charter (HTH SBC) and several well-developed programs serving teachers and students across the state of California. All HTH schools, whether at the elementary, middle, or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 4.4 |
| Foster Youth | 0.3 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 41.1 |
| Students with Disabilities | 15.4 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 2.1 |
| American Indian | 0.6 |
| Asian | 10.1 |
| Filipino | 4.4 |
| Hispanic | 31.7 |
| Pacific Islander | 0.9 |
| Two or More Races | 9.8 |
| White | 40.5 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 10.7 | Yellow |
| Suspension Rate | 1.5 | Green |
| English Learner Progress | 71.4 | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Green | Above standard | 9.2 |
| Mathematics | Yellow | Below standard | 28.4 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 55.5 |
| Mathematics | 38.8 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

The school’s areas of greatest progress (aligned to LCAP goals) include: Suspension Rate (LCAP goal #3: Nurture a culture of belonging) and English Learner (EL) Progress (LCAP goal #2: Improve student centered instruction).

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

NWEA MAP Growth Assessment in Mathematics and Reading are used. NWEA MAP is on the approved verified data list.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

The school's areas of greatest need (aligned to LCAP goals) include: 1. Student Achievement in Mathematics (LCAP goal #2: Improve student centered instruction) School Performance Level—Yellow, 28.4 points below standard. Subgroup Performance Levels—the mathematics performance level for ELs isYellow, 93.4 points below standard, which is an increase of 17.7 points from the prior year. The mathematics performance level for socioeconomically disadvantaged students is Yellow, 51.5 points below standard, which is a 25.3 points increase from the prior year. The mathematics performance level for Hispanic students is Yellow, 62.4 points below standard, which is an increase of 4.1 points from the prior year. The mathematics performance level for Students with Disabilities is Yellow, 48.1 points below standard, which in an increase of 6.2 points from the prior year. 2. Student Achievement in English Language Arts (ELA) (LCAP goal #2: Improve student centered instruction) School Performance level—Green, 9.2 points above standard, which increased 7.3 points from the prior year. Subgroup Performance Levels: The ELA performance level for ELs is Yellow, 41.2 points below standard, which increased 17.7 points from the prior year. The ELA performance level for Hispanic students is Yellow, 19.3 points below standard, which increased 4.1 points from the prior year. The ELA performance level for Socioeconomically Disadvantaged students is Yellow, 10.4 points below standard, which increased 25.3 points from the prior year. The ELA performance indicator for Students with Disabilities is Yellow, 48.1 points below standard, which increased 6.2 points from the prior year.

1. How is the charter school addressing these areas of need? Include references to student groups.

High Tech Middle Mesa is stating several steps to address our greatest areas of need. For Student Achievements in Mathematics, High Tech Middle Mesa teachers have been working in collaboration with the Math Genius Network across High Tech High to design a framework of math instruction and assessment that aligns with Common Core State Standards and supports our teachers in prioritizing high leverage areas of mathematics. This network has supported lead teachers in developing a framework and supporting their colleagues in implementation. In addition we have increased student support directly with a goal of prioritizing support for socio emotionally disadvantaged students. We have piloted a math intervention X Block that supports students with small group instruction. In addition, we have added after school tutoring for students struggling in mathematics based on internal assessment and teacher recommendation. We are also supporting students in achievement in ELA in several ways. We provided support and professional development for our Humanities teachers around reading intervention during a time we call KBAR. This year we have seen significant improvement in how our KBAR (Kick Back and Read) is structured that increases student accountability and engagement. Our instructional coach in particular has supported this effort by directly purchasing books that students are interested in and coaching teachers in facilitating KBAR. We have also supported teachers in growing their guided reading instruction with structured collegial observations, coaching with text selection, and professional development. Most recently our Sixth and Seventh grade teachers attended a literacy training through EL learning that focused on supporting EL learners in their literacy development.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

NWEA MAP Assessments Reading: Students were in the fifty-third percentile for growth from fall 2023–fall 2024. Mathematics: Students were in the fifty-ninth percentile for growth from fall 2023–fall 2024. CAASPP ELA: Green 9.2 points above standard. Mathematics: Yellow, 28.4 points below standard. Chronic Absenteeism Yellow: 10.7 percent chronically absent. Suspension rates: Green, 1.5 percent suspended at least one day. Student led Conferences: All students have participated in two student led conferences during the 2024–25 school year.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Each of the school’s LCAP goals are listed below, with current data related to measuring and reporting results for the goals. The data shows that the school is on track to meet the desired outcomes for goals one and four. The data shows that the school needs to continue to focus on improving student centered instruction in order to improve student achievement in mathematics and ELA. Additionally, the needs to continue focus on addressing chronic absenteeism through interventions and supports that are focused on ensuring that students consistently attend school. Goal 1: Ensure High Quality Work: Project Exhibitions: The school has engaged in student project exhibitions that include evidence of reading, writing or mathematical reasoning skills aligned with CCSS. Ninety-five percent of projects include that evidence. YouthTruth Survey Results: 86 percent of families responded positively to the prompt—I believe in my school’s mission. Eighty-four percent of families responded positively to the prompt—I would recommend my school to parents seeking a school for their child. Goal 2: Improve Student Centered Instruction EL Progress (CA Dashboard)—No Performance Color, 71.4 percent making progress. ELA CA Dashboard Status—Green, 9.2 points above standard. Math CA Dashboard Status: Yellow, 28.4 points below standard. Goal 3: Nurture a Culture of Belonging Rate of Chronic Absenteeism: Yellow, 10.7 percent chronically absent. Suspension Rate: Green, 1.5 percent students suspended at least one day. Suspension Rate SED Students: Orange, 3.5 percent students suspended at least one day. Goal 4: Improve Support for Struggling Students YouthTruth Survey Results: 96 percent of families responded positively to the prompt: I feel comfortable approaching teachers about my child’s progress.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

The school is making the following efforts to increase community input on the LCAP goals, actions, and expenditures: offering multiple opportunities for parents and families to provide input, combining parent and family LCAP input sessions with other school events, when parents and families are already on site, soliciting input from staff during a regularly scheduled staff meeting, and convening student groups to provide input.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

JRG

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

JRG

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Janie Griswold |
| Job Title | Chief Learning Officer |
| Email Address | jgriswold@hightechhigh.org |
| Phone Number | 619-243-5000 |