California Department of Education

Charter Schools Division

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Attachment 9

# 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 Elementary 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 Elementary Mesa 2024 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 Elementary Mesa |
| School Address | 5331 Mount Alifan Drive, Building 200 |
| City | San Diego |
| ZIP Code | 92111 |
| Located in District | San Diego Unified |
| County | San Diego |
| Website Address | www.hightechhigh.org |
| County District School (CDS) Code | 37-76471-0138776 |
| Charter Number | 0756 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2025 |
| Grade Levels Served | K-5 |
| 2023–24 Enrollment | 444 |
| 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 | 8.8 |
| Foster Youth | 0.7 |
| Homeless | 0.2 |
| Socioeconomically Disadvantaged | 43 |
| Students with Disabilities | 14.2 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 4.3 |
| American Indian | 0.2 |
| Asian | 13.7 |
| Filipino | 5.9 |
| Hispanic | 29.7 |
| Pacific Islander | 0.2 |
| Two or More Races | 11.9 |
| White | 34 |

### 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 | 10.4 | Yellow |
| Suspension Rate | 2 | Green |
| English Learner Progress | 41.9 | 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 | Orange | Below standard | 16.3 |
| Mathematics | Yellow | Below standard | 36.6 |

#### 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 | 42.8 |
| Mathematics | 33.7 |

### 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 rates, for all students and for Socioeconomically Disadvantaged (SED) students (LCAP goal #3: Nurture a culture of belonging), Chronic Absenteeism (LCAP goal #3: Nurture a culture of belonging, LCAP goal #4: Support for struggling students), and Student achievement in mathematics (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 DIBELS reading assessment 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: Student Achievement in English Language Arts (ELA) (LCAP goal #2: Improve student centered instruction) School Performance Level is Orange, 16.3 points below standard. This performance level declined 3.9 points since the prior year. Subgroup performance: The ELA performance level for Hispanic students is Orange, 40.1 points below standard. The ELA performance level for SED students is Orange, 36.7 points below standard. The ELA performance level for Disabled Students is Orange, 73.7 points below standard.

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

In an effort to increase student achievement in ELA, the school has implemented small group instruction across all grades, based on data obtained from the DIBELS assessments. The school has increased the frequency of progress monitoring for students below grade level. The school has provided Lexia Core5 reading program for all students in kindergarten, and as an intervention in grades 1–5. The school has staffed two reading specialist positions and continues to teach the Wilson FUNdations phonics curriculum to grades K–3 with fidelity. Additionally, the school has purchased IXL English language arts licenses to support students developing literacy skills.

### 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-fifth percentile for growth from fall 2023–fall 2024. Mathematics: Students were in the fifty-fifth percentile for growth from fall 2023–fall 2024. CAASPP ELA: Orange, 16.3 points below standard. Mathematics: Yellow, 36.6 points below standard. Chronic Absenteeism: Yellow, 10.4 percent chronically absent. Suspension rates Green: 2% suspended at least one day. Student led Conferences: All students have participated in two student led conferences during the 2023–24 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 school needs to continue focus on addressing chronic absenteeism through interventions and supports that are focused on ensuring that students consistently attend school. The school also needs to focus on nurturing a culture of belonging by continuing to decrease suspension rates across subgroups and working to create a culture where more families are comfortable approaching teachers about their child's progress. 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. 95 percent of projects include that evidence. YouthTruth Survey Results: 91 percent of families responded positively to the prompt: I believe in my school’s mission. Eighty-two 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 English Learner Progress Indicator (CA Dashboard): No performance color, 41.9 percent making progress ELA CA Dashboard Status: Orange, 16.3 points below standard Math CA Dashboard Status: Yellow, 36.6 points below standard Goal 3: Nurture a Culture of Belonging Rate of Chronic Absenteeism: Yellow, 10.4 percent chronically absent Suspension Rate: Green, 2 percent students suspended at least one day Suspension Rate SED Students: Yellow, 3.1 percent students suspended at least one day. Goal 4: Improve Support for Struggling Students YouthTruth Survey Results: 97 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, 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 |
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