California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 10

# High Tech Elementary MesaAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 5331 Mount Alifan Dr. Bldg 200, San Diego, CA 92111-2622
2. **Located in District:** San Diego Unified School District
3. **Website Address:** www.hightechhigh.org
4. **County-District-School (CDS) Code:** 37764710138776
5. **Charter Number:** 756
6. **Current Charter Term Start Date:** 07/01/2017
7. **Current Charter Term End Date:** 06/30/2025
8. **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 13 charter schools spanning grades kindergarten through grade twelve across three 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.
9. **Grade Levels Served:** Kindergarten through Grade Five
10. **2022–23 Enrollment:** 440
11. **Instruction Type:** Site Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 9.3% | 17.2% |
| Foster Youth | 0.2% | 0.2% |
| Homeless | Not Listed | 6.8% |
| Socioeconomically Disadvantaged | 36.4% | 56.9% |
| Students with Disabilities | 15.0% | 15.6% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 5.0% | 7.2% |
| American Indian | 0.2% | 0.2% |
| Asian | 8.0% | 9.7% |
| Filipino | 5.7% | 4.7% |
| Hispanic | 28.2% | 44.8% |
| Pacific Islander | 0.2% | 0.4% |
| Two or More Races | 12.5% | 8.9% |
| White | 39.5% | 24.0% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Yellow25.2% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Yellow2.4% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Performance Color50.0% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | N/A | **Orange**86.4% graduated |
| **College/Career** | N/A | **Medium**43.9% prepared |
| **English Language Arts** | Yellow12.4 points below standard | **Orange**13.6 points below standard |
| **Mathematics** | Orange45.3 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=76471-0138776&lstSchool=0138776.

## Section 3. Areas of Greatest Progress and Need

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

The school’s areas of greatest progress (aligned to LCAP goals) include:

Student achievement in English Language Arts (LCAP goal #2: Improve student centered instruction)

Suspension rates, for all students and for SED students (LCAP goal #3: Nurture a culture of belonging)

Support for English Learners (LCAP goal #2: Improve student centered instruction, LCAP goal #4: Support for struggling students)

### What internal assessments (not CAASPP) are being used to demonstrate the 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.

### Based on Dashboard data, identify the 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 Mathematics (LCAP goal #2: Improve student centered instruction)

School Performance Level: Orange, 45.3 points below standard. This performance level declined 8.2 points since the prior year.

Subgroup performance:

The mathematics performance level for students with disabilities is: Red, 123.8 points below standard. This performance level declined 6.2 points since the prior year.

The mathematics performance level for socioeconomically disadvantaged students is: Orange, 74.6 points below standard. This performance level declined 26.6 points since the prior year.

Suspension Rates (LCAP goal #3: Nurture a culture of belonging)

School Performance Level: The suspension rate for all students is 2.4%. This rate has maintained 0.1% since the prior year. The suspension rate for some subgroups is higher than the overall suspension rate.

Subgroup Performance: The suspension rate for socioeconomically disadvantaged students is 4%. This rate increased by 0.4% since the prior year.

### How is the School addressing these areas of need? Include references to student groups.

MATH:

The school is addressing these areas of need in the following ways.

In an effort to increase student achievement in mathematics, the school is participating in the California Mathematics Curriculum and Instruction Network, hosted by CORE Districts and the HTH GSE. Participating in this network involves conducting math learning walks, conducting empathy interviews with teachers, and participating in grade level lesson studies. The school has also hired two academic support teachers who work solely with the targeted grade levels: K/1 and 2/3. The school continues to employ an instructional coach with a strong background in mathematics practices to support teachers in improving their instruction.

In an effort to decrease suspension rates, the school is implementing Second Step and Sources of Strength social emotional curriculum. The school is also training teachers on Positive Discipline behavior management and implementing restorative practices as an alternative to more punitive measures such as suspension.

Additionally, students who struggle with behavior are invited to Small Social Groups held by academic support teachers and the special education team. The school has also hired a Student Support Coordinator to supervise recess and lunch staff and students and developed and Implemented schoolwide norms/expectations (“teach tos”) around student behavior in school common areas.

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

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

NWEA MAP Assessments

Reading: Students were in the 40th percentile for growth from fall 2022-fall 2023 Mathematics: Students were in the 27th percentile for growth from fall 2022-fall 2023

CAASPP

ELA: Yellow, 12.4 points below standard Mathematics: Orange, 45.3 points below standard

Chronic Absenteeism

Yellow: 25.2% chronically absent

 Suspension rates

Yellow: 2.4% 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 summary of progress made in meeting the School’s 2022–23 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 1 and 4. 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. The school also needs to focus on nurturing a culture of belonging by decreasing 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% of projects include that evidence.

YouthTruth Survey Results:

88% of families responded positively to the prompt: I believe in my school’s mission. 68% 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 Reclassification Status Indicator (CA Dashboard): No performance color, 50% making progress

ELA CA Dashboard Status: Yellow, 12.4 points below standard Math CA Dashboard Status: Orange, 45.3 points below standard

 Goal 3: Nurture a Culture of Belonging

Rate of Chronic Absenteeism: Yellow, 25.2% chronically absent Suspension Rate: Yellow, 2.5% students suspended at least one day

Suspension Rate SED Students: Orange, 4.0% students suspended at least one day Goal 4: Improve Support for Struggling Students

YouthTruth Survey Results:

68% of families responded positively to the prompt: I feel comfortable approaching teachers about my child’s progress.

### Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the 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