California Department of Education
Charter Schools Division
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Attachment 16

# High Tech Middle MesaAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 5331 Mt. Alifan Dr. Bldg. 400, 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:** Grade Six through Grade Eight
10. **2022–23 Enrollment:** 337
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 | 6.2% | 17.2% |
| Foster Youth | Not Listed | 0.2% |
| Homeless | Not Listed | 6.8% |
| Socioeconomically Disadvantaged | 36.5% | 56.9% |
| Students with Disabilities | 17.8% | 15.6% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 2.7% | 7.2% |
| American Indian | 0.6% | 0.2% |
| Asian | 8.0% | 9.7% |
| Filipino | 4.5% | 4.7% |
| Hispanic | 33.2% | 44.8% |
| Pacific Islander | 0.3% | 0.4% |
| Two or More Races | 9.5% | 8.9% |
| White | 41.2% | 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** | Yellow17.0% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Blue2.0% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No Performance Color62.5% 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** | Yellow1.9 points above standard | **Orange**13.6 points below standard |
| **Mathematics** | Yellow40.1 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=76471-0138768&lstSchool=0138768.

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

English Learner Progress (LCAP goal #2: Improve student centered instruction)

### 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 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:

1. Student Achievement in Mathematics (LCAP goal #2: Improve student centered instruction)

School Performance Level: Yellow, 40.1 points below standard Subgroup Performance Levels:

The mathematics performance level for English Learners is: Red, 119.7 points below standard.

The mathematics performance level for socioeconomically disadvantaged students is: Orange, 77.4 points below standard.

The mathematics performance level for Hispanic students is: Orange, 73.8 points below standard.

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

School Performance level: Yellow, 1.9 points above standard, which declined 14.8 points from the prior year.

Subgroup Performance Levels:

The ELA performance level for English Learners is: Orange, 58.9 points below standard, which declined 29 points from the prior year.

The ELA performance level for Hispanic students is: Orange, 23.4 points below standard, which declined 21.8 points from the prior year.

The ELA performance level for Socioeconomically Disadvantaged students is: Orange, 35.6 points below standard, which declined 32.1 points from the prior year. The ELA performance indicator for Students with Disabilities is: Orange, 54.3 points below standard, which declined 22.6 points from the prior year.

### How is the 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 CCSS 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 English Language Arts 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 6th and 7th 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

### 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 37th percentile for growth from fall 2022-fall 2023 Mathematics: Students were in the 40th percentile for growth from fall 2022-fall 2023

CAASPP

ELA: Yellow 1.9 points above standard Mathematics: Yellow, 40.1 points below standard

Chronic Absenteeism

Yellow: 17.0% chronically absent

Suspension rates

Blue, 2.0% 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.

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:

87% of families responded positively to the prompt: I believe in my school’s mission.

76% 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, 62.5% making progress

ELA CA Dashboard Status: Yellow, 1.9 points above standard Math CA Dashboard Status: Yellow, 40.1 points below standard Goal 3: Nurture a Culture of Belonging

Rate of Chronic Absenteeism: Yellow, 17.0% chronically absent Suspension Rate: Blue, 2.0% students suspended at least one day

Suspension Rate SED Students: Green, 2.4% students suspended at least one day Goal 4: Improve Support for Struggling Students

YouthTruth Survey Results:

88% 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