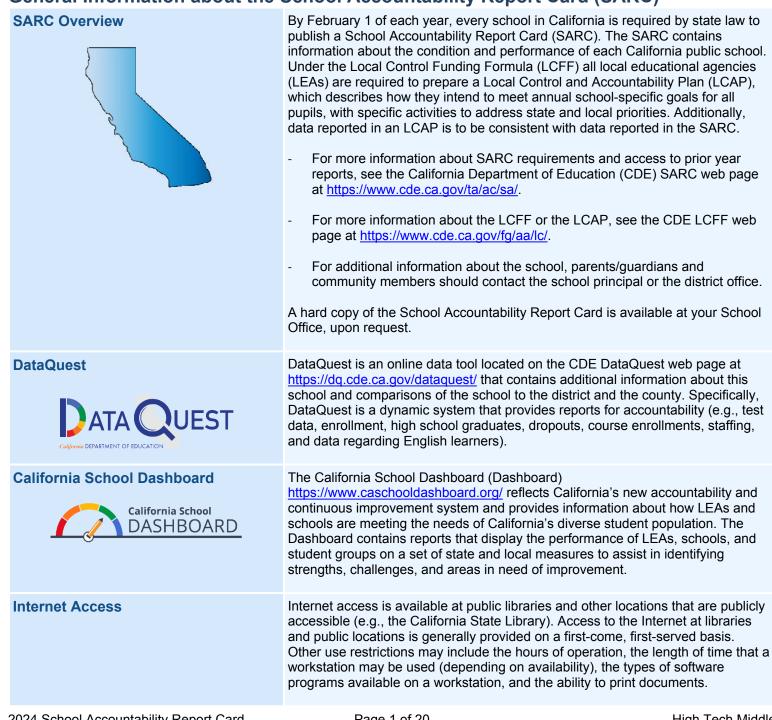# High Tech Middle
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	High Tech Middle
Street	2359 Truxtun Rd.
City, State, Zip	San Diego, CA , 92106-6049
Phone Number	(619) 814-5060
Principal	Brett Garner, Director
Email Address	bgarner@hightechhigh.org
School Website	http://www.hightechhigh.org
Grade Span	6-8
County-District-School (CDS) Code	37683380101204

2024-25 District Contact Information

District Name	High Tech Middle
Phone Number	(619) 725-8000
Superintendent	Dr. Fabiola Bagula
Email Address	fbagula@sandi.net
District Website	https://www.sandiegounified.org/

2024-25 School Description and Mission Statement

About Our School

High Tech Middle is a grade 6-8 public charter middle school lcoated in Point Loma, San Diego. High Tech Middle champions project-based learning rooted in the princples of equity, personalization, authentic work and collobrative design. Academic semesters culimate in exhbitions of learning where students showcase and engage with community stake-holders around learning outcomes. High Tech Middle values small class sizes, team teaching models, restorative practices and priortizing the development of social-emotional skills.The school director is Brett Garner. Brett has been with High Tech High since 2022.

2024-25 School Description and Mission Statement

Prior to High Tech High, Brett served in Fairfax County Public Schools located in Virginia. Brett has assumed many education roles prior to Director of HTM, which includes teacher, special education teacher, Systems of Support Administrator (SOSA), middle school assistant principal, high school assistant principal, Athletic Director and Principal of the West Potomac High School Academy.

Mission Statement
Launched by an industry and educator coalition, High Tech Middle is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech Middle is a small, diverse learning community with a current enrollment of 331 students. HTM is founded on four design principles: equity, personalization, authentic work, and collaborative design. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace. The mission of HTH is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. High Tech Middle was built on a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. The student-faculty ratio at High Tech Middle is 28:1, and each student has an advisor who remains constant throughout the three years of school. High Tech Middle's curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers. High Tech Middle believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	108
Grade 7	114
Grade 8	112
Total Enrollment	334

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	54.8
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	4.8
Black or African American	6
Filipino	3
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.4
White	26.6
English Learners	5.7
Homeless	0.3
Socioeconomically Disadvantaged	54.8
Students with Disabilities	23.7

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.70	78.33	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	10.00	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	194.90	3.25	12115.80	4.41
Unknown/Incomplete/NA	1.70	11.67	243.90	4.07	18854.30	6.86
Total Teaching Positions	15.00	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	66.67	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	13.33	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.67	219.20	3.63	11953.10	4.28
Unknown/Incomplete/NA	2.00	13.33	189.70	3.15	15831.90	5.67
Total Teaching Positions	15.00	100.00	6031.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.70	40.79	5233.70	86.54	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	10.53	74.50	1.23	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.50	28.95	354.70	5.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	14.47	221.00	3.65	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.26	163.60	2.71	14303.80	5.15
Total Teaching Positions	19.00	100.00	6047.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	2
Misassignments	0.50	2.00	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.50	2.00	5.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	2.7
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	2.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	16.6	26.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High Tech Middle uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, HTM students publicize much of their work online at http://www.hightechhigh.org/projects		0%
Mathematics	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%
Science	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%
History-Social Science	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%
Foreign Language	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%

Health	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%
Visual and Performing Arts	High Tech uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive textbooks, novels, academic journals, primary resources, digital tools along with others. In addition, our students publicize much of their work online at http://www.hightechhigh.org/projects		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

HTM is a 25,704 square foot, one-story, middle school that occupies a structure originally built in 1941+/-, but was completely renovated in 2003. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. LED lighting and other energy upgrades were implemented in 2016.

Year and month of the most recent FIT report	January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	33	52	52	46	47
Mathematics (grades 3-8 and 11)	20	24	40	41	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	318	98.15	1.85	33.02
Female	140	137	97.86	2.14	35.77
Male	183	180	98.36	1.64	30.56
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	18	18	100.00	0.00	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	163	160	98.16	1.84	23.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	42.86
White	86	83	96.51	3.49	45.78
English Learners	16	16	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	17.65
Socioeconomically Disadvantaged	176	175	99.43	0.57	26.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	13.70

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	318	98.15	1.85	24.21
Female	140	137	97.86	2.14	23.36
Male	183	180	98.36	1.64	24.44
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	31.25
Black or African American	18	18	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	163	160	98.16	1.84	13.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	46.43
White	86	83	96.51	3.49	34.94
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	23.53
Socioeconomically Disadvantaged	176	175	99.43	0.57	16.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	5.48

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.00	18.81	38.07	38.48	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	103	96.26	3.74	19.42
Female	51	50	98.04	1.96	18.00
Male	56	53	94.64	5.36	20.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	45	93.75	6.25	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	19.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.45	4.55	17.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	7.69

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

High Tech Middle's Parent Association has been instrumental in improving communication with parents and getting more parents involved in making decisions that positively affect student learning outcomes. The Parent Association holds monthly meetings at the school site. Parents have an active voice at HTM. Parents have ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs by way of a grant program, foster a positive social environment for students from all communities, provide optimal nutrition to students during testing times throughout the year, and communicate to all members of the community via a parent e-newsletter and weekly news blast.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	338	87	25.7
Female	156	150	47	31.3
Male	194	187	40	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	2	11.8
Black or African American	20	19	2	10.5
Filipino	--	--	--	--
Hispanic or Latino	177	172	59	34.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	28	5	17.9
White	92	89	18	20.2
English Learners	21	20	9	45.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	189	186	56	30.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	84	25	29.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.85	7.08	2.85	2.51	2.7	2.64	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.05	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.85	0.00
Female	2.56	0.00
Male	3.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	5.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

HTM reviews and updates its Comprehensive School Safety Plan ("CSSP") and Confidential Site Emergency Response Plan ("SERP") annually.

2024-25 School Safety Plan

The CSSP is shared with students and families online via the HTH website at www.hightechhigh.org. The CSSP and SERP are shared with staff at the beginning of the school year, and the emergency policies and practices outlined in the CSSP and SERP are shared with students throughout the year during practice drills.

The plan includes policies and procedures addressing topics such as: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics	26		4	
Science	26		8	
Social Science	26		8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27		8	
Mathematics	28		12	
Science	27		8	
Social Science	28		6	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics	28		8	
Science	28		8	
Social Science	56			8

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,217.22	$3,178.69	$9,038.52	$64,448.44
District	N/A	N/A	$10,061.20	$99,546
Percent Difference - School Site and District	N/A	N/A	-10.7	-42.8
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-17.5	-37.9

Fiscal Year 2023-24 Types of Services Funded

High Tech Middle offers a preparatory curriculum that supports students in finding success in the UC A-G coursework that they will take in high school in preparation for college admission. This includes an integrated math and science class, a humanities class, an arts class (exploratory), advisory and x block (electives) daily. During these courses, all students have access to technology to complete their school work. During X Block, students have opportunities to get involved with activities such as technology and multimedia, football, soccer, rock climbing, exploring other cultures, and academic coaching for struggling students. In addition, students are able to go on field trips and attend camps and retreats. High Tech Middle also offers a comprehensive before and after school program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,818	$56,573
Mid-Range Teacher Salary	$84,816	$87,186
Highest Teacher Salary	$118,143	$119,665
Average Principal Salary (Elementary)	$159,994	$148,486
Average Principal Salary (Middle)	$165,280	$154,835
Average Principal Salary (High)	$180,299	$170,008
Superintendent Salary	$412,500	$338,699
Percent of Budget for Teacher Salaries	33.49	31.41
Percent of Budget for Administrative Salaries	4.97	4.86

Professional Development

Professional development is an important facet at HTH schools. Dedicated time to hone one's teaching practice is incorporated into each teacher's work year, per their contract, and takes multiple forms:

Professional Development

- Staff days: Veteran staff return to school 8 days before school starts. There are also 5 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another, built on the belief that "we have a lot of expert knowledge right here in our building."
- New Teacher Odyssey: Prior to the 8 staff days for veteran teachers, teachers new to HTH participate in a 5 day "Odyssey." During Odyssey, teachers experience project based learning as learners themselves, engaging in a Project "Slice"; a shortened version of a project with the key components.
- Weekly Meetings: Teachers arrive one hour before school starts to engage in collegial dialogue. Meetings occurs at least 3 days per month. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meeting enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas. Teachers also meet for extended half-day professional development in the afternoon.

It is worth noting that, as part of the HTH charter management organization, HTH teachers receive additional professional development support through the HTH Credential Program and the HTH Graduate School of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15