

# High Tech Elementary Mesa

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	High Tech Elementary Mesa
<b>Street</b>	5331 Mt. Alifan Dr.
<b>City, State, Zip</b>	San Diego, CA , 92111-2622
<b>Phone Number</b>	619-510-4620
<b>Principal</b>	Monique Knight, Director
<b>Email Address</b>	mknight@hightechhigh.org
<b>School Website</b>	<a href="http://www.hightechhigh.org">http://www.hightechhigh.org</a>
<b>Grade Span</b>	TK-5
<b>County-District-School (CDS) Code</b>	37103710138776

## 2025-26 District Contact Information

<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	858-295-6641
<b>Superintendent</b>	Dr. Gloria E. Ciriza
<b>Email Address</b>	superintendent@sdcoe.net
<b>District Website</b>	<a href="https://www.sdcoe.net/">https://www.sdcoe.net/</a>

## 2025-26 School Description and Mission Statement

### About Our School

A Statement from our Director - Monique Knight:

More than anything else, I feel my true calling is in the classroom with teachers and students. And it is this love for classroom teaching and learning that I hope to bring to my leadership role at HTe Mesa. Prior to joining the High Tech High community, I taught primary grades in New York City public schools for seven years and served as a literacy specialist for another ten years at the Columbia Teachers College Reading and Writing Project. In that role, I had the privilege of supporting teachers, coaches

## 2025-26 School Description and Mission Statement

and administrators across the United States, and in international cities such as Paris and Shanghai. Wonderful as that work was, I missed being in a school community on a day to day basis—a yearning that led me to forge a role as an academic director and instructional coach at the Harlem Village Academy in Harlem, New York. This was a particularly thrilling role that allowed me to combine these administrative duties with daily teaching in a kindergarten classroom. I'm thrilled to be joining the Clairemont neighborhood and the greater High Tech High community alongside my husband and four children. We all look forward to making San Diego our new home.

### Mission Statement

Our HTeM Mission is: at High Tech Elementary Mesa, we are committed to developing compassionate, capable learners by challenging every student through project-based learning, fostering a culture of belonging, and providing opportunities to explore and build a positive identity. Every member of our community is a learner, and together, we marvel at and study the world around us. We aim to create an environment where our young ones develop positive identities in relation to the world around them and where teachers and other education practitioners feel empowered and equipped to provide optimal support for our growing learners. We are committed to giving our students a solid foundation in reading and writing, as well as a firm grasp of the mathematics, science and artistic concepts, so that they can emerge as serious readers, writers, thinkers, and problem-solvers.

Launched by an industry and educator coalition, High Tech Elementary Mesa is designed to immerse students in a rigorous learning environment that engages their interests in the fields of the arts, humanities, math, science and engineering. High Tech Elementary Mesa is a small, diverse learning community with a current enrollment of 432 students. HTeM is founded on four design principles: equity, personalization, authentic work, and collaborative design. High Tech Elementary Mesa believes that all students and adults should be treated with dignity and respect and embraces a culture that promotes a positive learning environment where all students abide by a code of conduct.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	73
Grade 2	69
Grade 3	73
Grade 4	75
Grade 5	75
Total Enrollment	423

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.6
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	16.8
Black or African American	6.6
Filipino	5.7
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.9
Two or More Races	4
White	32.9
English Learners	10.4
Foster Youth	0.5
Homeless	1.2
Socioeconomically Disadvantaged	38.5
Students with Disabilities	17

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13	86.67	126.9	75.29	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.9	4.69	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.7	11.12	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2	13.33	5.5	3.26	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	9.5	5.63	15831.9	5.67
<b>Total Teaching Positions</b>	15	100	168.6	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	83.33	125.7	67.97	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	5.56	14.9	8.1	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	11.11	25	13.51	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.7	7.43	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	5.5	2.97	14303.8	5.15
<b>Total Teaching Positions</b>	18	100	184.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)					230039.4	100
Intern Credential Holders Properly Assigned					6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					12112.8	4.34
Unknown/Incomplete/NA					13705.8	4.91
<b>Total Teaching Positions</b>					<b>278927.1</b>	<b>100</b>

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>2</b>	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	<b>0</b>	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	High Tech Elementary Mesa 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, HTeM students publicize much of their work online at <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>Mathematics</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>Science</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>History-Social Science</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>Foreign Language</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%

<b>Health</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>Visual and Performing Arts</b>	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 <a href="http://www.hightechhigh.org/projects">http://www.hightechhigh.org/projects</a>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0%

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

### School Facility Conditions and Planned Improvements

The High Tech Mesa campus is on a 20-acre site combining elementary school, middle school and high school classes in individual buildings. The buildings include high roof structures that work to help discharge hot air making internal temperatures more comfortable for classroom and work spaces. The building also includes natural light throughout with a roof line of glass that allows diffused light to enter the building. The elementary and middle schools utilize existing classroom wings while the high school is a mix of renovated space and new construction.

**Year and month of the most recent FIT report** January 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43		52		47	48
<b>Mathematics</b> (grades 3-8 and 11)	33		34		35	37

## 2024-25 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	218	214	98.17	1.83	45.33
Female	110	110	100.00	0.00	53.64
Male	108	104	96.30	3.70	36.54
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	48.78
Black or African American	15	15	100.00	0.00	46.67
Filipino	16	16	100.00	0.00	43.75
Hispanic or Latino	67	65	97.01	2.99	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	69	97.18	2.82	56.52
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	84	97.67	2.33	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	22.22

## 2024-25 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
<b>All Students</b>	218	214	98.17	1.83	34.58
<b>Female</b>	110	110	100.00	0.00	34.55
<b>Male</b>	108	104	96.30	3.70	34.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	41	41	100.00	0.00	43.90
<b>Black or African American</b>	15	15	100.00	0.00	40.00
<b>Filipino</b>	16	16	100.00	0.00	18.75
<b>Hispanic or Latino</b>	67	65	97.01	2.99	15.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	69	97.18	2.82	47.83
<b>English Learners</b>	17	17	100.00	0.00	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	86	84	97.67	2.33	27.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	36	90.00	10.00	22.22

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)		36.62		4.64		32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	71	97.26	2.74	36.62
Female	35	35	100.00	0.00	37.14
Male	38	36	94.74	5.26	36.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	28.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	27	93.10	6.90	37.04
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	21.43

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 5	95.95	97.30	97.30	97.30	97.30

## 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.

#### 2025-26 Opportunities for Parental Involvement

High Tech Elementary Mesa'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 HTEM. 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.

#### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	431	39	9.0
Female	216	214	19	8.9
Male	217	216	20	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	71	71	5	7.0
Black or African American	28	28	2	7.1
Filipino	27	27	3	11.1
Hispanic or Latino	140	138	16	11.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	1	5.9
White	143	143	11	7.7
English Learners	46	44	4	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	172	172	18	10.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	11	12.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.62	2.02		2.1	1.83		3.6	3.28	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0		0	0		0.08	0.07	

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	0.00	0.00
Male	2.76	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.41	0.00
Black or African American	7.14	0.00
Filipino	3.70	0.00
Hispanic or Latino	0.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.70	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.30	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.

## 2025-26 School Safety Plan

HTeM reviews and updates its Comprehensive School Safety Plan (“CSSP”) and Confidential Site Emergency Response Plan (“SERP”) annually.

The CSSP is shared with students and families online via the HTH website at [www.hightechhigh.org](http://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

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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### 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

### 2024-25 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

## 2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,051.60	\$4,048.23	\$10,003.36	\$ 64,184.65
District	N/A	N/A	\$10,061.20	
Percent Difference - School Site and District	N/A	N/A	-0.6	0.1
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-20.6	-36.3

## Fiscal Year 2024-25 Types of Services Funded

The school offers a well-attended before and after school program that is geared toward safe and fun activities for all children. Academic Coaches support students in all grade levels K-5. and Exploratory teachers provide instruction in Engineering, Art & Dance, and Outdoor Leadership. All students participate in project field work in order to experience learning in the field. During these courses, all students have access to technology to complete their school work.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

Professional development is a core component of instructional practice at High Tech High schools. Dedicated time to refine teaching practice is embedded within each teacher's contractual work year and is provided through multiple, structured formats.

**Staff Days:** Returning faculty report to campus days multiple prior to the start of the school year. In addition, teachers participate in professional development days throughout the academic year and an additional day at the conclusion of the year. These staff days are designed to support collaborative learning and instructional improvement, grounded in the belief that significant professional expertise exists within the school community.

**New Teacher Odyssey:** Prior to the staff days for returning teachers, newly hired educators participate in an immersive PD program known as "Odyssey." During this experience, teachers engage in project-based learning as learners by participating in a Project "Slice," a condensed project experience that highlights essential instructional components and practices.

**Weekly and Ongoing Professional Learning:** Teachers arrive 40 minutes before the instructional day to engage in collegial dialogue and collaborative professional learning. In addition, teachers participate in a two-hour professional learning session every Wednesday afternoon, with topics ranging from project design to discipline-specific pedagogy. These structures provide a consistent framework for both veteran and new teachers to reflect on and refine their instructional practice. Faculty collaborate to analyze student data, plan projects, and address instructional challenges. Teachers also participate in weekly grade or team specific meetings and extended half-day professional development sessions as scheduled.

As part of the High Tech High charter management organization, teachers receive additional professional development support through the High Tech High Credential Program and the High Tech High Graduate School of Education.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	13