

High Tech Middle 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.

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/>.

2025-26 School Contact Information

School Name	High Tech Middle Mesa
Street	5331 Mt. Alifan Dr.
City, State, Zip	San Diego, CA , 92111-2622
Phone Number	(619) 510-4600
Principal	Juliet Mohnkern, Director
Email Address	jmohnkern@hightechhigh.org
School Website	http://www.hightechhigh.org
Grade Span	6-8
County-District-School (CDS) Code	37103710138768

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

About Our School

Juliet Mohnkern is the Director of High Tech Middle Mesa. She is originally from Connecticut and has taught and led in schools in Boston and Washington, DC before moving to San Diego to attend High Tech High's Graduate School of Education where she earned her MA in School Leadership. During her graduate work at High Tech, Juliet was the school leadership resident and interim director at High Tech Middle Chula Vista. She then became the director at High Tech Middle North County where she worked until she had the opportunity to open High Tech Middle Mesa. Juliet loves working with young people – especially middle schoolers! – to uncover their potential, explore ideas, build joyful communities, and create meaningful work. She is

2025-26 School Description and Mission Statement

honored to work with our amazing students, teachers and families! Juliet enjoys running (pretty slowly), any type of puzzle (math, crossword, mysteries), and laughing with family and friends.

Mission Statement

High Tech Middle Mesa is 6th-8th grade learning community dedicated to ensuring that every student is known, valued, and supported to reach their full potential. As part of the High Tech High network, we believe that diverse, integrated schools strengthen learning for all students, and we intentionally build a community that reflects the richness of the world our students inhabit. We work actively to address inequities, eliminate academic tracking, and hold high expectations for every learner, with a clear focus on preparing all students for college, career, and lifelong learning.

We practice personalized, learner-centered education, recognizing that students grow academically and develop their identities within the context of strong relationships. Through small learning environments, advisories, collaborative work, and meaningful connections between students and adults, we foster a culture of trust, care, and mutual respect. Students are encouraged to pursue their interests, reflect on their learning, and bring their full selves to school each day.

At the heart of our work is authentic, project-based learning that integrates disciplines, engages both hands and minds, and results in meaningful, beautiful work. Our students tackle real-world problems, connect learning to their lived experiences, and engage with the broader community through fieldwork, service, and partnerships with experts beyond our campus. Our school is designed as a collaborative workplace where student thinking, creativity, and growth are visible and celebrated.

We believe deeply in collaborative design. Educators work together to design curriculum, projects, and learning experiences, continuously reflecting on practice and engaging in inquiry to improve equity, instruction, assessment, and school culture. Students are partners in this work, contributing their voice and perspective as co-designers of their learning community. We embrace the belief that we are all learners—students and adults alike.

Together, we strive to create a school where students feel safe, challenged, cared for, and inspired—a place they love coming to each day. At HTM Mesa, we are not only preparing students for what comes next; we are empowering them to see their own potential and to become thoughtful, compassionate, and capable contributors to the world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	124
Grade 7	113
Grade 8	115
Total Enrollment	352

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.1
Non-Binary	0.6
American Indian or Alaska Native	0.9
Asian	14.8
Black or African American	3.7
Filipino	5.1
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4.5
White	34.7
English Learners	6.3
Homeless	2.6
Socioeconomically Disadvantaged	41.5
Students with Disabilities	15.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	46.67	126.9	75.29	234405.2	84
Intern Credential Holders Properly Assigned	2	13.33	7.9	4.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	20	18.7	11.12	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.5	3.26	11953.1	4.28
Unknown/Incomplete/NA	3	20	9.5	5.63	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.5	51.52	125.7	67.97	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	3.03	14.9	8.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.2	37.88	25	13.51	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	7.58	13.7	7.43	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.5	2.97	14303.8	5.15
Total Teaching Positions	16.5	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
Total Teaching Positions					278927.1	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	
Misassignments	2.00	5.2	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	3.00	6.2	

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	0.00	1.2	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	1.2	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	42.5	
No credential, permit or authorization to teach (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
Reading/Language Arts	High Tech Middle 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, HTMM 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,	0%

	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	
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	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
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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 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
English Language Arts/Literacy (grades 3-8 and 11)	56		52		47	48
Mathematics (grades 3-8 and 11)	39		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	345	340	98.55	1.45	52.06
Female	160	158	98.75	1.25	56.33
Male	183	180	98.36	1.64	47.78
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	59.62
Black or African American	13	13	100.00	0.00	61.54
Filipino	18	17	94.44	5.56	41.18
Hispanic or Latino	118	117	99.15	0.85	41.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	62.50
White	120	119	99.17	0.83	58.82
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	148	99.33	0.67	41.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	57	98.28	1.72	19.30

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
All Students	345	340	98.55	1.45	40.88
Female	160	158	98.75	1.25	35.44
Male	183	180	98.36	1.64	45.00
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	46.15
Black or African American	13	13	100.00	0.00	38.46
Filipino	18	17	94.44	5.56	41.18
Hispanic or Latino	118	117	99.15	0.85	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	50.00
White	120	119	99.17	0.83	47.90
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	148	99.33	0.67	28.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	57	98.28	1.72	14.04

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
Science (grades 5, 8 and high school)		26.36		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	113	110	97.35	2.65	26.36
Female	60	57	95.00	5.00	22.81
Male	53	53	100.00	0.00	30.19
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	27.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	46.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	16.67

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 7	96.43	96.43	96.43	96.43	96.43

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 Middle Mesa's Parent Association has been instrumental in improving communication with parents and getting more parents involved in events and opportunities that positively affect student learning outcomes and community engagement. The Parent Association holds monthly meetings. Parents have an active voice at High Tech Middle Mesa. Parents have ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs, foster a positive social environment for students from all communities, and communicate to all members of the community via a regular newsletter.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	357	355	39	11.0
Female	167	165	20	12.1
Male	188	188	19	10.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	3	5.8
Black or African American	14	14	2	14.3
Filipino	18	18	0	0.0
Hispanic or Latino	124	124	21	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	1	6.3
White	125	124	10	8.1
English Learners	23	23	3	13.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	157	157	17	10.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	9	15.3

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
2.02	1.45		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	0.56	0.00
Female	0.00	0.00
Male	1.06	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

HTMM 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. 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.

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	28	0	8	0
Mathematics	28	0	12	0
Science	28	0	8	0
Social Science	28	0	8	0

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	28		8	
Mathematics	28		8	
Science	28		8	
Social Science	28		8	

2024-25 Secondary 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 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	29		8	
Mathematics	29		8	
Science	29		8	
Social Science	29		8	

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	\$12,768.01	\$2,839.89	\$9,928.12	\$ 65,442.06
District	N/A	N/A	\$10,061.20	
Percent Difference - School Site and District	N/A	N/A	-1.3	-3.8
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-27.6	-40.1

Fiscal Year 2024-25 Types of Services Funded

High Tech Middle Mesa 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

Fiscal Year 2024-25 Types of Services Funded

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. HTMM also offers a comprehensive before and after school program.

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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 our school and is provided through multiple, structured formats.

Staff Days: Before the first day of school and throughout the academic year, teachers have full staff days to build their practices and collaborate around projects, academics and school culture. 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: Newly hired educators participate in a multi-day induction 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 45 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 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
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13