



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2008 AGENDA

SUBJECT	
High Tech High Statewide Benefit Charter: Material Amendment to Expand Grades Served from Ninth through Twelfth Grade to Kindergarten through Twelfth Grade.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) and the Advisory Commission on Charter Schools (ACCS) recommend that the State Board of Education (SBE) hold a public hearing regarding the material amendment to the charter by High Tech High (HTH) to expand its statewide benefit charter to kindergarten through twelfth grade (K-12) and then take the following actions:

1. Pursuant to *Education Code (EC)* Section 47605.8(b), make a finding, based on substantial evidence that the proposed expansion of the charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county.
2. After making the finding in Action 1, approve the amendments to the HTH charter to expand to a K-12 statewide benefit charter school, subject to both of the following:
 - HTH complies with the conditions for the opening and operation of school sites as set forth on pages 2 to 4 of this agenda item and the standard conditions of approval reflected in Attachment 4.
 - The HTH charter is modified to incorporate the additions and changes proposed by the ACCS and the CDE in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) added *EC* Section 47605.8 to provide for the creation of statewide benefit charter schools to operate at multiple sites throughout the state. Statewide benefit charter petitions are submitted directly to the SBE to provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district or county.

SUMMARY OF PREVIOUS...(Cont.)

At its January 2006 meeting, the SBE granted HTH the first statewide benefit charter in California. The SBE-approved HTH petition was to serve ninth through twelfth grades. In September 2008, HTH opened its first two high school campuses in San Marcos and Chula Vista.

In November 2004, the SBE adopted the Title 5 regulations called for in AB 1994 to implement EC Section 47605.8, and the regulations took effect (following approval by the Office of Administrative Law) in June 2005.

SUMMARY OF KEY ISSUES

The CDE received proposed material amendments to the HTH charter to expand to K-12 on May 1, 2008. The ACCS reviewed the amendments at its meeting on July 21, 2008, and voted unanimously to recommend approval of the charter amendments with revised conditions of opening and operation. The revised conditions are reflected in this item under the section entitled *Recommended Modification of Conditions Related to Grade Level Expansion*. The CDE staff review of the petition is included as Attachment 1.

The requested amendment to the K-12 charter will allow HTH to open multiple new elementary and middle grades campuses under the umbrella of the statewide benefit charter. HTH’s intent is to create K-12 “villages” that would eventually consist of up to eight elementary, middle, and high school campuses.

Recently released Standardized Testing and Reporting (STAR) scores of the first two new campuses under the statewide benefit charter indicate that the Chula Vista campus failed to make Adequate Yearly Progress (AYP) because the percent proficient in mathematics was below target. The table below shows the academic achievement of all HTH schools.

School	Enrollment / %Non-White	2007 Base API	2007 Rankings	2008 Growth API	Growth Target	2007 AYP
HTH North County	137 / 89%	NA	NA	764	NA	Yes
HTH Chula Vista	155 / 84%	NA	NA	737	NA	No
Explorer Elementary	317 / 31%	925	10 / 10	925	0	Yes
HTH San Diego	540 / 53%	807	9 / 10	785	-22	Yes
HTH International	387 / 51%	783	9 / 10	786	+3	Yes
HTH Media Arts	376 / 54%	717	6 / 2	714	-3	Yes
High Tech Middle	320 / 56%	847	9 / 8	847	0	Yes
High Tech Middle Media Arts	319 / 56%	840	9 / 9	815	-25	Yes

SUMMARY OF KEY ISSUES (Cont.)

The current approved charter requires HTH to meet the standard conditions required of all SBE-approved charter schools, and other conditions that are unique to statewide benefit charter schools. Attachment 4 displays the standard conditions of operation.

The ACCS has recommended changes to the original conditions of the HTH statewide benefit charter. Changes to the original eight conditions are included below in bold:

Recommended Modification of Conditions Related to Grade Level Expansion

1. As a condition for the opening of additional schools, **each of the first two elementary, middle, and high** schools opened under the statewide benefit petition shall demonstrate student academic achievement on the Academic Performance Index (API) of either:
 - A school wide API ranking of 7 or better and a similar schools ranking of 6 or better (7/6); or
 - A school wide API ranking of 6 or better and a similar schools ranking of 7 or better (6/7).
2. HTH shall present a plan to the CDE for the opening of each new school site with a copy sent to the SBE charter liaisons. The plan shall be considered part of the CDE statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:
 - The first two **high school** sites shall be located in different school districts and/or different counties and shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.
 - **At least one of the first two elementary sites and one of the first two middle school sites shall be located at the sites of the Chula Vista and San Marcos high school sites.**
 - After the first two **elementary, middle school, and high school sites have each** operated for two years, and provided the first two sites achieve at least the API rankings specified above, one or more sites may be opened each year. Each additional site shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, all existing HTH school sites must maintain no less than a 7/6 or 6/7 and must be meeting their API growth targets for school wide and for subgroups.

SUMMARY OF KEY ISSUES (Cont.)

- The SBE will consider accelerating, by one year, the schedule for opening additional sites (as a material revision to the plan) upon a showing by HTH of outstanding student achievement at all existing statewide charter school sites.
 - Each site shall initially open between July 1 and September 30.
 - The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.
3. The charter petition shall be amended to delete any requirement on the part of the SBE pertaining to Regional Occupational Program (ROP) funding. HTH must have ROP programmatic and fiscal details resolved before any school sites open.
 4. ~~Through legal review, the CDE and SBE staff shall ensure that the first two HTH schools to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education (e.g., Bayshore and Media Arts)~~ **The ACCS recommends that this condition be deleted from the charter.**
 5. All CDE final findings and recommendations (*reflected in Attachment 1: Memorandum to the Advisory Commission on Charter Schools from the Charter Schools Division*) must be addressed in the specified time lines and to the satisfaction of the CDE and SBE staff before HTH is authorized by the CDE to open any individual **elementary or middle school** sites under the statewide benefit charter.
 6. For each school opened under the HTH statewide benefit charter, a target of at least 40 percent shall be established for the portion of the school's student body who are socioeconomically disadvantaged students **by the end of the third year of operation. HTH may, at its discretion, apply the target to either its entering grade level population at each school site, or to the whole school population. For purposes of determining whether HTH has met the target, HTH may use either the number of students eligible for free and reduced price meals or the API socioeconomic status calculation. In the event HTH fails to meet the target at each site by the end of the third year of operation, the CDE will place an item before the ACCS and SBE to consider an appropriate course of action.** Each school site shall implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target.
 7. Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between HTH and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.

SUMMARY OF KEY ISSUES (Cont.)

8. In the annual report HTH submits to the SBE on the statewide benefit charter, HTH will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

Finally, HTH has requested a waiver from the U.S. Department of Education to deviate from the enrollment preferences required as a condition of funding through the federal Public Schools Grant Program. As of this date, the waiver request has not been approved. The ACCS obtained confirmation from HTH that it is HTH's intent to restrict the preferences to only children of instructional staff and governing board members of HTH if the waiver is not granted. If the waiver is granted, the preferences would be expanded to those currently proposed in this charter amendment (children of employees, board members, advisory committees, etc., not to exceed 10 percent of total enrollment). An analysis of this issue is contained on page 8 of Attachment 1. In addition to the above conditions, the ACCS recommends that the SBE continue to impose all the standard conditions of approval for individual charter petition appeals, which are contained in the MOU specified in Condition 7, with the following appropriate modifications:

- To address matters covered in the previous conditions; and
- To properly reflect the broader nature of a statewide benefit charter.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the charter amendment to expand the grade levels served by the HTH statewide benefit charter has little (if any) effect on the total amount of state and local assistance funding to public schools. To the extent students attend the statewide benefit charter campuses, the funding to support them is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two CDE staff positions assigned to oversee the SBE-approved charter schools and all-charter districts, as well as to provide some essential business functions that support them, such as certifying attendance, and reviewing fiscal, budget, and audit reports. Approval of the charter amendment will result in an increase in the number of schools under the oversight of the SBE and will result in a greater workload for CDE staff to provide oversight to the schools.

ATTACHMENT(S)

- Attachment 1: Memorandum to the Advisory Commission on Charter Schools from the Charter Schools Division (10 pages)
- Attachment 2: High Tech High Amended Charter Petition to Operate a Statewide Benefit Charter School (97 pages)
- Attachment 3: Sample Budgets for Elementary and Middle Schools (7 pages)
- Attachment 4: Recommended Conditions of Operation for Statewide Benefit Charter Schools to be Incorporated in a Memorandum of Understanding (3 pages)

California Department of Education

Memorandum

Date: July 18, 2008

To: Advisory Commission on Charter Schools

via: Carol Barkley, Director
Charter Schools Division

From: Deborah Domitrovich

Subject: **High Tech High Statewide Benefit Charter: Material
Amendment to Charter to Serve Grades K-12**

The Charter Schools Division (CSD) received a proposed amendment to the High Tech High (HTH) Statewide Benefit Charter to expand grade levels served from 9-12 to K-12 and to allow HTH to begin opening new elementary and middle schools in the same manner and under the same conditions as the initial two high schools that opened in 2007-08 under the statewide benefit charter school statutes (*Education Code* Section 47605.8). CSD staff recommends the proposed amendments to the charter be recommended for approval with conditions by the Advisory Commission on Charter Schools (ACCS) to the State Board of Education (SBE). The CSD analysis and specific recommendations are provided below.

Background

High Tech High was granted a statewide benefit charter by the SBE in January 2006 with conditions placed on it that were in addition to the standard conditions of opening and operation required by the SBE. The additional conditions were as follows:

1. As a condition for the opening of additional schools, each of the first two schools opened under the statewide benefit petition shall demonstrate student academic achievement on the API of either:
 - A schoolwide API ranking of 7 or better and a similar schools ranking of 6 or better (7/6); or

- A schoolwide API ranking of 6 or better and a similar schools ranking of 7 or better (6/7).
2. HTH shall present a plan for the opening of each new school site with a copy sent to the SBE charter liaisons. The plan shall be considered part of the CDE statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:
 - The first two sites shall be located in different school districts and/or different counties and shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.
 - After the first two sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, one or more sites may be opened each year. Each additional site shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, all existing HTH school sites must maintain no less than a 7/6 or 6/7 and must be meeting their API growth targets for schoolwide and for subgroups.
 - The SBE will consider accelerating by one year the schedule for opening additional sites (as a material revision to the plan) upon a showing by HTH of outstanding student achievement at all existing statewide charter school sites.
 - Each site shall initially open between July 1 and September 30.
 - The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.
 3. The petition shall be amended to delete any requirement on the part of the SBE pertaining to Regional Occupational Program (ROP) funding. HTH must have ROP programmatic and fiscal details resolved before any school sites open.
 4. Through legal review, the CDE and SBE staff shall ensure that the first two HTH schools to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education (e.g., Bayshore and Media Arts).
 5. All CDE final findings and recommendations must be addressed in the specified timelines and to the satisfaction of the CDE and SBE staff before

HTH is authorized by the CDE to open any individual school under the statewide benefit charter.

6. For each school opened under the HTH statewide benefit charter, a target of at least 40 percent shall be established for the portion of the school's student body who are socioeconomically disadvantaged students (for API purposes). Each school site shall implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target.
7. Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between HTH and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.
8. In the annual report HTH submits to the SBE on the statewide benefit charter, HTH will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

In fall 2007, HTH opened its first two statewide benefit charter campuses in San Marcos and Chula Vista in San Diego County. During 2007-08, the San Marcos campus reported serving 137 ninth graders (35 percent non-white), while the Chula Vista campus reported serving 155 ninth graders (85 percent non-white). STAR test scores are not yet available for the first two campuses; however, the HTH organization has historically produced a reasonably solid record of academic achievement, as shown below.

School	Enrollment / %Non-White	2007 Base API	2007 Rankings	2008 Growth API	Growth Target	2007 AYP
Explorer Elementary	317 / 31%	925	10 / 10	August 2008	NA	Yes
HTH San Diego	540 / 53%	807	9 / 10	August 2008	NA	Yes
HTH International	387 / 51%	783	9 / 10	August 2008	5	Yes
HTH Media Arts	376 / 54%	717	6 / 2	August 2008	5	Yes
High Tech Middle	320 / 56%	847	9 / 8	August 2008	NA	Yes
High Tech Middle Media Arts	319 / 56%	840	9 / 9	August 2008	NA	Yes

CDE Recommendation

Charter Schools Division staff recommends that the ACCS recommend approval of HTH's request for a material amendment (with CDE recommended modifications) to its statewide benefit charter to allow HTH to expand grade levels served to K-12, provided the first two high schools opened under the statewide benefit charter achieve statewide and similar schools rankings of 7/6 or 6/7, or better, and subject to modification of the original conditions to incorporate the addition of elementary and middle school campuses, and to reflect the passage of time and the fact that the first two school campuses have been operational for one year. CSD staff proposes the following modified conditions (modifications are in italics):

1. As a condition for the opening of additional schools, *each of the first two elementary, middle, and high* schools opened under the statewide benefit petition shall demonstrate student academic achievement on the API of either:
 - A schoolwide API ranking of 7 or better and a similar schools ranking of 6 or better (7/6); or
 - A schoolwide API ranking of 6 or better and a similar schools ranking of 7 or better (6/7).
2. HTH shall present a plan for the opening of each new school site with a copy sent to the SBE charter liaisons. The plan shall be considered part of the CDE statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:
 - The first two *high school* sites shall be located in different school districts and/or different counties and shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.
 - *At least one of the first two elementary sites and one of the first two middle school sites shall be located at the sites of the Chula Vista and San Marcos high school sites.*
 - After the first two *elementary, middle school and high school* sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, one or more sites may be opened each year. Each additional site shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, all existing HTH school sites must maintain no less

than a 7/6 or 6/7 and must be meeting their API growth targets for schoolwide and for subgroups.

- The SBE will consider accelerating by one year the schedule for opening additional sites (as a material revision to the plan) upon a showing by HTH of outstanding student achievement at all existing statewide charter school sites.
 - Each site shall initially open between July 1 and September 30.
 - The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.
3. The petition shall be amended to delete any requirement on the part of the SBE pertaining to Regional Occupational Program (ROP) funding. HTH must have ROP programmatic and fiscal details resolved before any school sites open.
 4. ~~Through legal review, the CDE and SBE staff shall ensure that the first two HTH schools to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education (e.g., Bayshore and Media Arts).~~
 5. All CDE final findings and recommendations must be addressed in the specified timelines and to the satisfaction of the CDE and SBE staff before HTH is authorized by the CDE to open any individual *elementary or middle* school under the statewide benefit charter.
 6. For each school opened under the HTH statewide benefit charter, a target of at least 40 percent shall be established for the portion of the school's student body who are socioeconomically disadvantaged students by the *beginning of the third year of operation* (for API purposes). Each school site shall implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target.
 7. Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between HTH and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.
 8. In the annual report HTH submits to the SBE on the statewide benefit charter, HTH will provide detailed information regarding student achievement at each school site, with particular emphasis on core subjects, as may be specified by the CDE and SBE staff.

Review of Elements of Proposed Material Amendment to the Charter

HTH proposes to amend its charter to serve grades K-8 in addition to grades 9-12 for which HTH currently has authority under the statewide benefit charter. HTH proposes to establish a number of “villages” that would consist of a mix of up to eight elementary, middle and high schools. Each of the elementary schools would serve approximately 320-500 students in grades K-5. These schools would feed into middle schools serving about 300-420 students in grades 6-8. The middle schools would feed into high schools serving 480-560 students in grades 9-12.

HTH proposes that the first two elementary and middle schools be opened within villages and under timelines of HTH’s choosing. The proposed charter includes a list and locations of the potential elementary, middle and high schools HTH intends to build over the next several years. The list reflects the build out of eight villages of six schools each, primarily within San Diego County. However, the list does include potential “villages” in Orange, San Mateo and Santa Clara counties

The list of schools seems to indicate that the first elementary and middle schools to be built would be at the sites of the first two high schools (in Chula Vista and San Marcos). However, language on page 7 of the charter indicates that the new elementary and middle schools “could be opened within villages and under time lines of HTH’s choosing.” *CSD staff recommends that as a condition of approval, HTH provide a definitive schedule for the location of schools it intends to open in 2009, and commit to opening the first elementary and middle school sites in Chula Vista and San Marcos to complete K-12 villages at already existing statewide benefit charter sites.*

The rationale for this recommendation is threefold: (1) HTH has indicated that the village concept and feeder patterns are important to the way HTH organizes and operates its schools; (2) HTH stated that New Markets Tax Credits may be lost for the middle school in San Marcos if it is not part of the statewide benefit charter; and (3) it would be desirable for the statewide benefit charter complex to be fully built out to observe how the model works, rather than to see statewide benefit campuses built piecemeal around the state. This would allow the SBE to gain a clear sense sooner of how the village model operates and whether it appears to be more beneficial for students than a traditional feeder pattern

Proposed language in the charter on page 8 states that before HTH could open any additional elementary and middle schools beyond the initial two elementary and two middle schools, these first schools would have to produce two years of student achievement data demonstrating that the schools are meeting the API ranking requirements that the SBE requires of the first two high schools. *This language is consistent with conditions placed on the initial two high schools and*

CSD staff recommends condition #1 also apply to the first two elementary and first two middle schools.

Charter Elements

Generally, the revised charter follows the structure of the existing charter with updates to reflect the passage of time and to reflect the addition of grades K-8. The charter provides samples of middle and elementary school curriculums that would be used. Additional recommended changes to the various charter sections are presented below:

Diversity of Student Population – among the conditions placed on the first two HTH statewide benefit campuses was that for each school opened, a target of at least 40 percent was established for the portion of the school’s student body who are socioeconomically disadvantaged students (for API purposes), and that each school site implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target. While we do not have API data for the first two statewide benefit schools yet, HTH’s own data, based on the percentage of students participating in the Free and Reduced Lunch Program, indicates that the schools did not meet the target. Twenty percent of students at HTH North County (San Marcos) and 29 percent of students at the Chula Vista site participated in the program.

The revised charter, on page 19, proposes that each school will “strive to seek a student body consisting of a minimum of 40% participation in the National School Lunch Program.” HTH provided an overview of the proposed expansion of grade levels to the ACCS at its May meeting, at which time the Chief Operating Officer of HTH stated that he believed that HTH would be able to increase the percentage of socioeconomically disadvantaged students over time. Based on the original condition (# 6) placed on HTH that at least 40% of students must fall in that category, HTH has substantially fallen short of meeting the target. It may be unrealistic to expect all statewide benefit campuses to meet the target the first year of operation. *However, CSD staff recommends that language in the charter be strengthened to require HTH to meet (not strive to meet) the 40% target by the end of the third year of operation.*

Regional Occupational Programs (ROP) language – the proposed amendments to the charter contain language stating that the HTH statewide benefit charter school pledges to “work cooperatively with the SBE to develop a method by which the school may access an equitable share of ROP funding.” One of the original conditions of approval (#3) of the statewide benefit charter petition required the petition to be amended to delete any requirement on the part of the SBE pertaining to Regional Occupational Program (ROP) funding. HTH was required to have ROP programmatic and fiscal details resolved before any school sites opened. CSD staff believes this requirement is still relevant. *The language*

on page 36 should have been deleted from the petition as originally approved. CSD staff recommends that it be deleted from the amended petition. The issue of charter school access to ROP funds must be considered within the larger context within which the program operates. It is not the SBE's role to advocate for one specific school on this issue.

Student Admission Policies and Procedures – HTH proposes to amend the charter to significantly expand admission preferences to include:

1. Returning or existing students in good standing (currently in approved charter).
2. Children of employees or governing board members of HTH, HTH Foundation, HTH Learning, and members of school site advisory bodies (approved charter limited preference to children of instructional staff and founders not to exceed 10% of enrollment).
3. Students being promoted or transferring from another HTH site.
4. Siblings of students currently attending any HTH site as long as it doesn't result in overrepresentation in any zip code area for middle and high schools.
5. All other students permitted by law (currently in approved charter).

It is unclear how expanding the number of preferences without limitation would help improve HTH's ability to serve students who are socioeconomically disadvantaged or who would otherwise attend Program Improvement schools, which was one of the State Board's purposes in approving statewide benefit charters. *CSD staff recommends that proposed preference #2 not be approved. The language that was originally approved in the charter is consistent with Federal non-regulatory guidance for charter schools. Staff also recommends proposed preferences #3 and #4 be modified give preference to students and siblings of students transferring from other HTH sites within the same village, if such a change is approved by the federal government.* The preferences as proposed appear overly broad.

It is not clear that a change in admission preferences is included as part of HTH's request to change the lottery methodology (described below). If a change in admissions preferences is included in the request and approved by the federal government, HTH may amend the charter at that time to add the preferences proposed in these amendments.

If HTH makes a determination not to apply for PCSGP grant funds for any of the statewide benefit charter school campuses, CSD staff recommends that the SBE, as the charter authorizer, direct HTH to amend the stated preferences as follows:

1. Returning or existing students in good standing.
2. Children of employees of the school and governing board members of HTH, not to exceed 10% of enrollment.
3. Students being promoted or transferring from another HTH site within the same village.
4. Siblings of students currently attending the HTH site as long as it doesn't result in overrepresentation in any zip code area for middle and high schools.
5. All other students permitted by law (currently in approved charter).

Random Lottery – the charter amendments provide the methodology HTH would like to use for its lottery for admissions. The lottery methodology uses a weighting system based on United States Census data that is designed to encourage socioeconomic diversity and uses zip code clusters. CSD staff understands that HTH has submitted a letter to the federal government seeking approval for the methodology HTH uses to conduct the random lottery. The ACCS may want to request HTH to explain its current lottery system and how it would change if the request is approved by the federal government. *However, until such time as the request is approved, CSD staff recommends that charter language regarding the lottery be amended to comply with federal nonregulatory guidance which allows preferences through a weighted lottery generally only when necessary to comply with federal Title VI, Title IX, Section 504, and the Equal Protection Clause of the Constitution.*

Internal Dispute Resolution – HTH proposes on page 67 of the charter to add language limiting the SBE's ability to intervene in internal disputes without the consent of HTH. *CSD staff recommends language in bullet 2 on this page be eliminated since the charter is not an appropriate document in which to place limitations on the SBE's oversight authority.*

Charter Revisions – language on page 68 of the charter requires the SBE to consider material revisions to the HTH charter within 60 days of submission or within a time mutually agreed to. *CSD recommends language that requires the SBE to act within a specific time period on material revisions be eliminated. It is not appropriate for the HTH charter to limit the authority of the SBE.*

Budget – based on a review of the proposed sample budgets for elementary and middle schools, CSD staff has identified a few concerns that staff believe deserve greater explanation from HTH

- Under general assumptions, neither elementary nor middle grades projections reflect the schools reaching a target of 40 percent of students participating in the free and reduced lunch program until 8-10 years out. This is contrary to the original intent of the SBE in approving the statewide benefit charter school and, in our recommendations; CSD staff has suggested amending the original conditions of approval to require HTH to reach the target by the beginning of the third year for all of its statewide benefit campuses.
 - It appears that the Revenue budgeted for the Principal Apportionment for the elementary schools may be overstated by approximately \$168,000 since it is not clear how the rate for “ADA” is calculated. The result of this overstatement would be a negative ending fund balance in each year.
 - “Other Fundraising” in Year 1 totals \$600,000, which reflects approximately 26 percent of annual revenue, for the elementary campus budget and \$932,500, which reflects approximately 32 percent of annual revenue, for the middle grades campus. ACCS members may want to inquire about the source of these funds, whether they have been received, the timing of receipt of funds, etc.
 - No increases are budgeted for facilities expenses from one year to the next in either budget. It is unclear how HTH allocates facilities and/or mortgage costs to new campuses.
 - Instructional materials are budgeted for annual cost-of-living adjustment (COLA) increases; however, it is not clear whether the cost of replacement textbooks is included.
 - The CMO Management fee of 7 percent in years 4 – 7 for the elementary school budget seems high. The annual cost reflects approximately \$213,729 to \$234,221, respectively. The middle school budget reflects a fee of 5 percent. It is clear this fee is a percentage, but it is unclear to what this percentage is applied. Further explanation regarding the difference in management fees between school types would be useful.
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High Tech High

**A PROPOSAL AND PETITION TO OPERATE
A STATEWIDE BENEFIT CHARTER SCHOOL**

December 5th, 2005

**For Presentation to the
State Board of Education**

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INTRODUCTION TO STATEWIDE BENEFIT CHARTER APPLICATION

In a recent white paper, *Improving Student Achievement in California’s High Schools*, the California Department of Education finds that “the majority of California’s 1.7M high school students simply are not reaching the academic levels needed to succeed in tomorrow’s economy, in postsecondary education, or as effective citizens.”¹ High Tech High was created precisely to address this problem.

Launched by a coalition of San Diego civic leaders and educators in September 2000, the Gary and Jerri-Ann Jacobs High Tech High is a small public charter school serving 530 students. The school combats the twin issues of student disengagement and low academic achievement by creating a personalized, project-based learning environment where students are known well and challenged to meet high expectations.

At High Tech High, all students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. The curriculum is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance-based: students develop projects, solve problems, and present findings to community panels. The learning environment extends to the community beyond school: all students must complete academic internships in local businesses or non-profit organizations. Over the past six years, HTH students have completed over 1000 internships in 300 organizations.

The track record of HTH schools in San Diego demonstrates that our innovative approach to secondary education works for all students. All students in the first three graduating classes in 2003, 2004, and 2005 were admitted to college. Of these, approximately 50% were first generation college attendees as defined by the University of California system. On state accountability measures, High Tech High scores near the top statewide in raw scores on standardized tests and scored second among 100 similar schools in terms of achievement of Latino and socioeconomically disadvantaged students. High Tech High was the only high school in San Diego Unified to score 10,10 API rankings for three consecutive years.

Results such as these have led to HTH receiving far more applications than we have spaces available, with applications often outnumbering slots by a ratio of 10:1. In response, HTH has made concerted efforts to expand our offerings. A first priority was simply to make more high school spaces available, which led

¹ <http://www.cde.ca.gov/eo/in/se/yr05highschoolwp.asp>

us to open two additional high schools within a few hundred yards of our original high school. A second priority was to address the needs of parents who want their middle school aged children to be able to attend schools using a similar pedagogical approach as our flagship high school. We felt that opening middle schools also made sense because we believed that having a “longer runway” may allow HTH to provide low achieving students the “gift of time” needed to ensure that they will be successful in college and beyond. And finally, we have benefited greatly from our merging with the highly successful Explorer Elementary Charter School, which brought to the organization an expertise in K-5 education.

In total, these developments have allowed HTH to grow our successful flagship high school into a “Village” of six small schools serving approximately 2200 students in grades K-12. We have found that there is great benefit to operating a village of small schools because the schools are able to share professional learning activities and certain physical assets such as food courts, IT resources and green spaces for outdoor play.

While HTH, has grown to serve a higher number of students and a broader range of grades, we have simultaneously sought to break new ground in California’s charter school movement:

- In July of 2004, HTH schools became among the first charter schools in California to be admitted as LEAs within an out of area SELPA. HTH’s arrangement with the Desert/Mountain SELPA has been widely recognized and has led to other charter schools and SELPAs across the state adopting similar arrangements.
- In August of 2004, HTH became the first charter school organization in California authorized by the California Commission on Teacher Credentialing to operate our own Teacher Intern Program. To date, approximately 75 have been enrolled in the program and about 60% have pursued or are pursuing their credentials in math or science.

Based upon this track record of success, on January 12, 2005, HTH was awarded the first Statewide Benefit Charter by California’s State Board of Education. That original charter permitted HTH to open high school sites in communities across California. Since the approval of that charter, HTH has continued to make groundbreaking progress. At the time of the submission of this amendment to HTH’s Statewide Benefit Charter, the organization has:

- Received results on state mandated tests that continue to show that all HTH schools are generating high levels of student learning

- Maintained a nearly 100% college acceptance rate for existing HTH schools.
- Opened our first two Statewide high school sites in Chula Vista and North County.
- Received authority from the California Commission on Teacher Credentialing to operate an Induction Program, making HTH the second charter school organization in California to operate such a program.
- Submitted an extension to our Teacher Intern program to include the credentialing of multi-subject teachers, which would allow HTH to begin offering credentials to teachers working in the organization's elementary schools.
- Initiated development, in collaboration with the Desert/Mountain SELPA, of an application to the California Commission on Teacher Credentialing to operate a Special Education Teacher Intern Program, which would allow HTH and D/M to begin addressing California's critical shortage of highly qualified special education teachers.
- Partnered in the establishment of an entity that was awarded \$35M in New Markets Tax Credits from the United States Treasury.
- Secured a lease of 10 acres of land, with an option to acquire an additional 6 acres, from the City of Chula Vista for purposes of developing HTH Chula Vista and eventually an entire village of HTH schools.
- Acquired 5.2 acres of land in San Marcos that is identified by the federal government to be located in a low income community, making the property eligible for below market financing through the New Markets Tax Credits program. The property is large enough to support HTH North County and a future middle school.
- Secured sufficient tax exempt bond financing to commence with the development of a \$17.3M high school facility for HTH Chula Vista.
- Secured sufficient New Markets Tax Credits financing to commence development of a \$21.0M high school facility for HTH North County.
- Received the philanthropic support necessary to complete two new school facilities and operate two sites under this Statewide Benefit Charter.

Finally, a last development at High Tech High requires further elaboration. In December of 2006, High Tech High received authority from the Bureau for Private Postsecondary and Vocational Education to operate the High Tech High Graduate School of Education (GSE). The school opened in the fall of 2007, making High Tech High the first organization, that we are aware of, to have opened a new graduate school of education in California in more than 20

years. This development allows High Tech High to dramatically increase its impact in California. Not only will we now be able to prepare educators who are not our employees (previously CTC restrictions limited us to providing intern services to our own employees only), but we will also be able to prepare school leaders as well as teachers, and we will be able to serve educators from across California through the GSE's "Visiting Educator" and Distance Learning programs – all while retaining an emphasis on preparing educators in the fields of math, science and engineering,

Unlike typical ed schools which offer programs featuring 80% theory and 20% practicum, our GSE participants will receive 80% of their instruction in the context of our highly successful schools in Point Loma, North County and Chula Vista. These teachers in training will therefore be available to provide greatly needed supplemental services to the students attending HTH's K-12 schools, with priority going of course, to providing learning enrichment to our students who are below grade level. As such, High Tech High's GSE is designed to demonstrate not only how innovative K-12 schools can incorporate educator preparation in ways that will help address California's critical teacher shortage but also how educator preparation may be done in such a way as to tap previously unused human resources to assist in the improvement of K-12 student outcomes right now.

RATIONALE FOR SEEKING THIS AMENDMENT TO HIGH TECH HIGH'S STATEWIDE BENEFIT CHARTER

While HTH appreciates greatly the opportunity it has been provided by the SBE to operate a Statewide Benefit Charter, it has become apparent that the charter must be amended to allow HTH to operate K-12 programs.

This change is necessitated by the fact that HTH has:

- Developed a track record of offering excellent elementary and middle school programs in addition to our high schools and strongly prefers from a pedagogical, cultural, operational and economic point of view to situate schools in "village" configurations.
- Located our first two Statewide sites on parcels designed to accommodate a village of K-12 offerings. The City of Chula Vista offered HTH a lease on 10 acres of land for the express purpose of developing K-12 programs consistent with our flagship village in central San Diego. We also have a 5.2 acre parcel in North County which is large enough to house a middle school program as well as a high school. Adjacent land is also available which would allow for the long term development of a complete village of schools.

- Received a Statewide Charter which does not permit HTH to serve middle school students and also does not permit our Statewide high schools to offer admissions to students completing HTH middle schools. As such, we face a possible worst-case scenario of having middle schools located right next to high schools where it is not possible for concluding 8th graders to continue in our program in 9th grade.
- Received limitations on our allotment of New Markets Tax Credits which may make it impermissible to use NMTCs to finance a school that is not included within the Statewide Charter. As such, it is possible that we may lose the opportunity to finance the planned middle school for our North County location, where we nearly have the land and the resources needed to commence development of a middle school building. Without being eligible to use NMTCs, the development of the middle school may be delayed considerably.
- Received significant philanthropic commitments in support of the development of a middle school and elementary school facility on our Chula Vista property. Without receiving permission to grant admissions to concluding K-8 students into our high school program, it is possible that development of the elementary and middle schools will be delayed.

SUMMARY OF AMENDMENT REQUEST AND EXPLANATION FOR HOW REQUEST IS CONSISTENT WITH PRIOR SBE ACTION

In summary, then, High Tech High is seeking this amendment to its Statewide Benefit Charter which would allow High Tech High to operate up to 8 villages of schools in communities across California consisting of a mix of up to 8 elementary, middle and high schools.

Under this amended charter petition, High Tech High would not change its authority to open additional high school sites. Per the original agreement with the SBE, High Tech High will only have authority to open additional high school sites when it has received two years of student achievement data confirming that the two original Statewide sites have met the performance expectations of Statewide Benefit Schools, ie. have achieved a similar schools/all schools API decile rankings of 6/7, or 7/6. Once High Tech High has demonstrated that its first two high school sites have met this requirement, it may open additional high school sites at its own chosen rate. This ability to open additional high school sites assumes that HTH high school sites maintain decile rankings of 6/7 or 7/6 going forward.

Under this charter amendment, High Tech High would have the authority to open two new additional middle school sites and two additional elementary school sites. The two new middle school sites and the two new elementary school sites could be opened within villages and under timelines of High Tech High's choosing. There would be no requirement that High Tech High open two sites simultaneously in two different school districts. That requirement of the Statewide Charter has been met with the opening of HTH Chula Vista and HTH North County in September of 2007.

In addition, under this charter amendment, High Tech High would have the authority to allow for feeder patterns between all Statewide elementary, middle, and high schools. In order to permit completing 5th graders to flow into 6th grade and 8th graders into 9th within a HTH village, feeder pattern admission preferences are necessary for students at Statewide sites.

Before High Tech High could open any additional middle school sites beyond the initial two middle schools sites authorized as part of this amendment, High Tech High would be required to receive two years of student achievement data for the first two sites demonstrating that both are meeting API decile ranking requirements. Thereafter, assuming that High Tech High's middle school sites continue to meet API decile ranking requirements, High Tech High may open additional middle school sites at its own chosen rate.

The same requirements would hold true for the opening of additional elementary school sites beyond the initial two elementary school sites authorized for opening as part of this amendment. So long as both initial elementary school sites receive two years of student achievement data demonstrating 6/7 or 7/6 decile rankings, High Tech High would be authorized to open further elementary schools at its own chosen rate.

Creating a Statewide Benefit and Demonstrating Need for Chartering at a Statewide Level

California's schools are not serving students effectively. Only 70% of enrolling ninth graders graduate four years later, and a meager 23% of those ninth graders will graduate with a grade of "C" or better in the courses required to qualify for the University of California and California State University systems.² Broken down by racial groups, the weaknesses of our schools are even more apparent. Only 12% of Latinos graduate with mastery to qualify for university systems, compared

² "California: Only 70% graduate high school on time, Less than 1 in 4 have 'C' grade in core college courses," Knight, Heather. San Francisco Chronicle. June 4, 2004. (<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2004/06/04/BAGJ370QUK1.DTL>)

to 14% of African Americans, 31% of white students, and 50% of Asian Americans.³

These statistics are not simply abstract figures—they represent a crisis in our schools that not only diminishes the likelihood of social mobility for the underserved, but also threatens our state’s premier status in the global economy. The statistics occur at a time when California’s workforce is undergoing a radical transformation requiring that the state’s workers possess the knowledge-based skills needed to maintain competitiveness with global sources of labor which are increasingly better-educated and better positioned, via information technology, to compete for jobs in our state. As such, it is during this unique era when the greatest social challenge of our time – providing more equitable opportunities for historically underserved racial and socioeconomic groups – merges with the greatest economic imperative of our time – improving workforce competitiveness – that High Tech High submits this application to operate a Statewide Benefit Charter School.

We firmly believe that the HTH Statewide Benefit Charter School will provide statewide benefit to the pupils, to communities, to the state and to the school itself as is demonstrated below:

Benefit to Pupils

As ever, our first focus is on our students. Specifically, we believe that the HTH Statewide Benefit Charter School will:

Provide Pupils with Innovative Learning Opportunities

- We believe that in order to change educational outcomes, we must change our pedagogical approach, which is why High Tech High schools offer an instructional program featuring the design principles of Personalization, Adult-world Connection and Common Intellectual Mission. These design elements find full expression in HTH schools, which demonstrate project-based learning, interdisciplinary teaching, and frequent public presentations of student work.
- We also hold the view that every student should be prepared for both the world of college and meaningful careers when they graduate from high school. Thus we offer all our students rigorous, college-preparatory curriculum and real-world work experience which prepares them to be successful citizens in 21st century America.
- We believe that the integration of academic and vocational programs best prepares students to succeed in an economy that requires workers to not only have the book smarts necessary to solve complex problems, but

³ *Ibid.*

to have the hands-on skills necessary to apply learning to real-world situations.

Provide Pupils with Small, Integrated Learning Environments

- We believe that, in sharp contrast to the comprehensive high school model, students thrive best when they are enrolled within a school community small enough to know them well. HTH schools are small schools, approximately 530 students or smaller, with small class sizes, where all students are assigned an advisor who visits the student and the family in their home and grows to know the students well. In our high schools and middle schools, core classes are taught in two-hour interdisciplinary blocks where teachers have enough time with students to know them individually. Instead of teachers having a student load of 150-180 students as is common in traditional high and middle schools, teachers in the middle and high schools of the HTH Statewide Benefit Charter School maintain a teaching load averaging approximately 50-60 students, further ensuring that students are well-known by school staff.
- We believe that one way to address the California-wide challenge of low-performing high schools is to create integrated learning environments which bring together students from neighborhoods with a high prevalence of Program Improvement schools with students who have historically been better served by our public education system. The outreach and admissions procedures used by the HTH Statewide Benefit Charter School are designed to achieve, to the extent permissible under law, a student body within each site that represents the demography of the larger surrounding area, allowing for a level of integration that is not commonly found in California's public schools.
- We also hold the view that it is imperative to avoid intra-school racial and socioeconomic segregation that is commonly found within traditional public schools that group students by ability. Sites of the HTH Statewide Benefit Charter School will not group students by ability but will instead maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum and where all students will be expected upon graduation to enroll in an institution of higher learning.
- Finally, we believe that low-achieving students benefit greatly from the "gift of time" in order to ensure that they graduate from their K-12 experience prepared for success in college. As such, we have created "Villages" of elementary, middle and high schools, where we have a longer runway with our students so as to maximize our likelihood of ensuring high levels of achievement among all HTH students.

Provide Pupils with Ongoing Support after Graduation

- Finally, we believe that high school graduates, especially first-generation college attendees, require support beyond high school graduation to ensure success in institutions of higher learning. This is why we have created the HTH Alumni Program, which maintains relationships with HTH alumni and supports them while they are enrolled in colleges and universities.

Benefit to Communities

The HTH Statewide Benefit Charter School has worked in extensive collaboration with communities in different regions of California. Collaboration has included significant interaction with elected officials, civic groups, business leaders, representatives of community based organizations and parent groups. We believe that a continuation of this collaborative approach will result in sites being established which create benefit within the local communities where our sites will be located.

Specifically, we believe that the HTH Statewide Benefit Charter School will:

Achieve Greater Civic Level Support for the Creation of Innovative High Schools

- Many of the HTH Statewide Charter School sites already enjoy high levels of support from local civic leaders who wish to see HTH sites catalyze redevelopment efforts or other local civic initiatives. As an example, we point to the Chula Vista site. The presence of HTH is seen by local leaders as an incentive for other partners to join the discussion, allowing for the development of a vision that will result in the sharing and pooling of community resources at a level that is unprecedented for the area.
- The flexible, project-based nature of HTH programs allows the sites to engage in project work that actually serves the civic interests of local communities. Students also engage in academic internships in public agencies or community-based organizations addressing local problems. This has led to a high level of integration and collaboration between site programs and civic institutions. At our flagship site, for example, one student's internship and senior thesis involved serving as the chair of the mayor's student advisory council.

Engage and Enroll Local Business Communities to Support Public Education

- High Tech High has a proven track record of encouraging local business leaders to provide higher-profile leadership in public education. More than 40 San Diego based companies participated in the discussions which led to the creation of our original schools in San Diego. Many of the participants had grown frustrated because of the poor returns that their previous investments in the traditional public education system had generated. The success of HTH programs to date has re-instilled a level of confidence in the business community that their involvement can in fact make a crucial difference in public education. The business community's support for HTH programs only continues to grow, allowing for a level of business community engagement that has little precedent in the San Diego region.
- High Tech High also has a proven track record of recruiting local businesses to offer academic internships to students. Approximately 80-85 for-profit businesses have participated in our internship program over the past four years and our San Diego schools currently have many more offers for internships than there are students to fill them. Businesses' engagement in the internship program increases their employees' understanding of public education issues, and we have found that businesses become more supportive as they understand how specifically they may participate in public education.
- Approximately 20-25 for-profit companies have made sizable financial contributions to support the development of specific HTH initiatives and we find that the generosity of the business community only grows as HTH continues to deliver improved outcomes for students.

Leverage Community Assets to Improve Student Access to Learning Opportunities

- Many of the sites of the HTH Statewide Benefit Charter School are establishing relationships with local community based organizations that want to increase their support for public education. As an example, we point to preliminary conversations regarding the HTH North County site, which have involved the San Diego Wild Animal Park. The Park has developed a renowned animal hospital and research facility that could be laboratories for student learning. Thus far, however, the Park has found it difficult to partner with traditional public schools which do not have the flexibility necessary to make full use of Park assets. The involvement of HTH, then, may allow the North County community to leverage community learning resources that have heretofore gone underused.

Benefit to the State

We believe that the HTH Statewide Benefit Charter School will assist the state to address critical statewide problems. Specifically, the school will:

Dovetail with other high priority state initiatives to improve educational opportunity for all students

- Forward thinking policy makers in the State of California have directed the state's focus toward making successful secondary school models more available to all public school students, particularly to those living in low-income areas. Both Governor Schwarzenegger's Failing Schools Initiative and State Superintendent O'Connell's High Performing High Schools program are designed to address the state's crisis in secondary education. It is in the spirit of wanting to do our part to assist the Governor and the State Superintendent in their important work that HTH submits this Statewide Charter School Application.
- As has been well documented, the number of California students who attend, or who will be soon attending Program Improvement schools, is growing at an alarming rate. The state is now engaged in high-level efforts to improve learning opportunities for students attending Program Improvement schools. By making concerted efforts to locate our sites in areas eligible for New Markets Tax Credits – areas identified by the Federal Government to be low income areas – HTH will have access to the very students that the state is most motivated to improve services for.

Graduate Students with the Skills Necessary to Meet the Workforce Needs of the 21st Century

- As was quoted above, only a small percentage of students attending California public schools are graduating prepared to be successful in institutions of higher learning and the workforce. By creating a Statewide Benefit Charter School, HTH will be able to graduate more than 1,000 students annually who will have completed all A-G requirements and who will enroll in and be prepared to be successful in institutions of higher learning.
- A constant refrain being heard from the major employers of the State of California is that our education system is not producing workers with the ability to solve real-world problems using knowledge-based skills. High Tech High's project-based, multi-disciplinary instructional approach was designed specifically to address this problem. In addition, by situating a significant portion of student learning in an adult/professional milieu, our students are developing a better

understanding for how their learning in school has direct application to real-world problems.

Address the State's Critical Shortage of Highly Qualified Teachers

- The State of California is clearly challenged by No Child Left Behind to recruit and train Highly Qualified Teachers. HTH, as the first charter school organization authorized to operate its own teacher credentialing program, is doing its part to address California's critical teacher shortage. By drawing into the public school system – many times directly from industry or from graduate-level programs in highly reputable universities – large numbers of high achieving individuals with deep content knowledge, especially in the areas of math and science, HTH is credentialing a new generation of teachers who are having a profound impact on students. As we know from our own interviews with newly hired teachers, HTH is able to recruit such talented people precisely because we offer a credentialing program that is inexpensive to the participants, convenient, and of great relevance because it is implemented within the context of our highly successful schools.
- Currently, on an ongoing basis, approximately 1 in 5 HTH teachers are enrolled in our teacher credentialing program. Under this Statewide Charter School Application, HTH estimates that it will employ over 250 additional teachers at HTH sites across California. If the current percentage of HTH teachers participate in the program going forward, HTH will provide 50 new highly-qualified teachers annually to different communities across the state of California.
- The capacity of the Graduate School of Education will also allow High Tech High to significantly expand its impact on public education in California. We estimate that within 5 years, the HTH Graduate School of Education will provide approximately 240 masters degrees to classroom teachers and approximately 40 masters degrees to school leaders in training. These educators in training will come from and be placed into communities across California.

Benefit to the School

Aside from providing statewide benefit to the pupils, communities and to the state itself, HTH is also seeking the HTH Statewide Benefit Charter School because our organization understands that it is not possible to create the benefits described in this application in any manner except through statewide chartering by the SBE. As such, receiving a statewide charter from the SBE would be of great benefit to the school itself.

Specifically, we believe that the following aspects of our program, each providing benefit to the pupils, communities and the state as well as to the HTH organization itself, would only be possible through the establishment of this Statewide Charter School.

Locating HTH sites where they may serve students who would otherwise be required to attend California's failing schools

- HTH is doing its part to address California's critical need to provide students currently attending Program Improvement schools other enrollment alternatives. By adopting a lottery system based upon zip codes that creates ample enrollment slots for students from Program Improvement schools, by heavily recruiting in neighborhoods with high numbers of Program Improvement schools, and by locating our sites in low income areas with close proximity to many Program Improvement schools, the HTH Statewide Benefit Charter School is ensuring that many students who would otherwise be required to attend Program Improvement Schools in many different communities across California will have improved enrollment alternatives.
- To offer students all of the instructional innovations contained within the HTH model requires that HTH develop facilities that are conducive to our program. Building such facilities, ones that meet all HTH architectural design specifications, is an expensive undertaking. HTH estimates that it invests approximately \$30,000/student seat in each new school facility. Assuming that HTH is able to create two new villages of K-12 schools under this amended Statewide Benefit Charter, each serving approximately 2400 students, HTH estimates that under this Statewide Charter School approximately \$144 million in modern school facilities will be developed in locations serving a high percentage of students who would otherwise have to attend Program Improvement Schools.
- To take on the challenge of financing such a large-scale initiative to locate innovative school facilities in low income areas of California, HTH is assisting in the development of a Community Development Enterprise (CDE), which will apply for NMTCs. The investment strategies and parameters of the CDE are being specifically written to support the establishment of innovative small schools in the State of California. Because CDE applications for NMTCs are highly competitive, it is crucial that CDE be able to show to those evaluating

the NMTC application that HTH has the authority to open many sites in different low income areas across California. That may only be demonstrated through approval of this Statewide Charter School Application. Short of fundraising \$4-5 million per facility – an impractical amount of fundraising – HTH is not aware of another method that would allow for the financing of HTH facilities. As such, the only way that HTH can accomplish its goal of locating many new schools within low-income areas in California is to do so within the context of this Statewide Charter School Application.

Addressing California’s critical shortage of highly qualified teachers

- To have the capacity to operate the teacher credentialing program at the scale described above, HTH will have to make significant investments in its CTC approved program, including investing in information technology to enable remote learning and hiring highly trained and talented staff to support the program. For HTH to make such investments, it must know with certainty that it has the authorization to open programs at the scale described in this Statewide Charter School Application. As such, the only way that HTH can make the kind of contribution described above regarding California’s teacher shortage is to do so within the context of this Statewide Charter School Application.

Supporting Alumni enrolled in colleges and universities across California

- While great focus has been placed of late upon the crisis in secondary education, another pressing problem is the low completion rates for students enrolled in institutions of higher learning. The problem is particularly acute among first-generation college attendees. Recent statistics suggest that fewer than 20% of first generation college attendees complete their degrees within 6 years of initiating their studies. The HTH Alumni Program was created to address this problem by tracking alumni post graduation, creating supports for all graduates as they progress through institutions of higher learning, and, when necessary, offering intervention to assist those who may be struggling – especially those who are first-generation college attendees.
- Currently, HTH alumni are enrolled in colleges and universities across the state of California. One way that HTH supports alumni is by using our existing schools as bases of support, developing alumni resource centers that provide face-to-face counseling, offering work-study employment and other assistance to alumni. While HTH is having little difficulty doing so for students attending schools in central San Diego, our ability to provide such ongoing assistance to our grads attending

schools outside San Diego is severely limited. As HTH sites open under this Statewide Benefit Charter, the sites will enable fuller implementation of supports to alumni attending colleges and universities outside San Diego.

- Within the next five years, HTH intends to develop the capacity to provide onsite assistance to our alumni attending schools in San Diego and San Bernardino with a long term goal of providing onsite assistance to alumni in many other locations across California. It is not practical to seek charters in as many locations as HTH alumni will attend colleges and universities, and it is certain that some local chartering authorities near universities attended by HTH alumni are hesitant if not unwilling to issue charters to HTH. As such, the only way that HTH can ensure that it will be able to improve college completion rates of its alumni – especially those of first generation college attendees – is to do so within the context of this Statewide Charter School Application.

Finally, High Tech High, as one of the strongest brands in the national charter school movement – known both for delivering exceptional academic outcomes and for following sound management practices – understands that a unique opportunity exists for partnership with the SBE to develop a model authorizer-operator relationship. As the charter school movement in California moves well into its second decade, it is incumbent upon both operators and authorizers to demonstrate that collaboration around efficient and thorough chartering and oversight can become a hallmark of the larger movement. HTH pledges to work in partnership with the SBE to maintain a high level of transparency and documentation about how charter operations and oversight activities occur within the context of this Statewide Benefit Charter School. It is our hope that this transparency and documentation may serve as a resource for other authorizers and operators in the state wanting to adopt improved oversight practices. Ultimately, then, it is our intention that the HTH Statewide Benefit Charter School lead to invigorated relationships between authorizers and operators across California - relationships which would better support the development of highly innovative, autonomous and accountable charter schools.

BACKGROUND

High Tech High was originally conceived by an ad hoc group of about 40 civic leaders, high tech industry leaders and educators in San Diego, assembled by the Economic Development Corporation and the Business Roundtable. This group met regularly in 1995-96 to discuss the challenge of finding qualified individuals for the high-tech work force, particularly women and people of color. By 1997, as the group grew less optimistic about the capacity of the local schools

to graduate students with basic skills and problem-solving abilities, members began to consider starting a school. Gary Jacobs, Director of Education Programs at Qualcomm, and Kay Davis, Director of the Business Roundtable, were key participants in this discussion.

In 1998 the High Tech High founding group hired Larry Rosenstock to develop and implement a new small high school to address this need. The founding group was clear about its intent: to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship. Rosenstock, a former carpentry teacher, lawyer, and educator who had recently directed the U.S. Department of Education's New Urban High School project, brought to the project a vision and a sense of the design principles by which this mission might be accomplished. From January 1998 to the opening of High Tech High in September of 2000, Rosenstock and the founding group, led by Gary Jacobs, worked in tandem, Rosenstock locating a site, preparing the charter application, hiring staff, and overseeing the development of the program, while Jacobs and the business community took the lead in addressing issues of financing and facilities development. Rosenstock was supported in these efforts by two other educators from the New Urban High School project: Rob Riordan, an expert in project-based learning and bridging academic content with vocational education methodologies, and David Stephen, an architect and graphic designer with extensive experience designing educational environments. Riordan and Stephen continue to work with HTH and support expansion efforts.

The Gary and Jerri-Ann Jacobs High Tech High, the flagship High Tech High school, opened in 2000 and rapidly demonstrated the success of this educational model for a diverse population of students. As demand has grown, the organization opened a middle school, High Tech Middle, in 2003 and a second high school, High Tech High International, in 2004. In 2005 the organization opened a second middle school, High Tech Middle Media Arts, and a third high school, High Tech High Media Arts. It also included the highly successful Explorer Elementary Charter School within the portfolio of schools operated by the organization.

And as our brand recognition spreads, new potential partners approach us to discuss possible opportunities for further expansion. Colleagues in Orange County, San Bernardino and Riverside Counties, and across San Diego County have approached HTH about starting villages of High Tech High schools in their local communities. As such, we feel that the founding group for our Statewide Charter is an optimal blend of representatives of the local communities where we intend to operate new schools and representatives of our central organization that provides crucial program supports and ensures quality.

HTH takes a “mitochondria” approach to new school development, an assumption that school replications efforts are more likely to be successful when there is a core of teachers within a startup school who have already experienced success as teachers within previously opened HTH schools. We also insist that school leaders at all of our schools have first shown that they can be successful High Tech High teachers. As a general rule, then, HTH ensures that a team of 6-8 “mitochondria” teachers and an experienced HTH leader are assigned to each new startup school.

STUDENT POPULATION

High Tech High schools established under the Statewide Benefit Charter will be a combination of elementary, middle and high schools. The elementary schools will serve approximately 320-500 students in grades K-5. The elementary schools will feed into middle schools serving approximately 300-420 students in grades 6-8. The middle schools will feed into high schools serving approximately 480-560 students in grades 9-12.

HTH Statewide Charter School sites will strive to serve a population of students that represents the racial, ethnic and socioeconomic diversity of the local community. The target composition for each school will differ depending on the community, but we will seek a high degree of student diversity. Each school will strive to seek a student body consisting of a minimum of 40% participation in the National School Lunch Program.

DECLARATIONS

Sites established under the High Tech High Statewide Benefit Charter shall be nonsectarian and nondiscriminatory in its programs, admissions policies, employment practices and all other operations, shall not charge tuition and shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, disability or on the basis of the characteristics listed in Section 220.

Admission to High Tech High schools shall not be determined according to the place of residence of the pupil within California, or of his or her parent or guardian, save for admission preferences stipulated in Element Eight (H) Admission Requirements, below.

SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

Element One (A) – Educational Program

The mission of all High Tech High schools, whether at the elementary, middle or high school level, is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. The primary goals of High Tech High schools are:

- To integrate technical and academic education in schools that prepare students for post-secondary education and for leadership in the high technology industry.
- To increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy, particularly in California.
- To provide all HTH students with an extraordinary education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.

Design Principles

High Tech High is guided by three design principles:

Personalization: HTH personalizes learning to the unique needs of individual students by operating small schools wherein all students are known well by multiple adults in the school. An emphasis on project-based learning affords teachers the opportunity to encourage students to explore their personal interests and to customize learning to the unique abilities of all students. In addition, as students progress into grade 6 and beyond, their work finds personalized, unique expression in the form of personal digital portfolios containing many work samples and reflections on learning.

Adult World Connection: At all levels, HTH schools strive to make permeable the walls separating students from the adult world they are preparing to enter. This includes creating opportunities to imbed student learning in adult contexts outside school and encouraging community members to come into our schools to help students with projects and provide authentic assessment of their work. High Tech High students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through worksite visits and “power lunches” at the school, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Committed to the notion that students learn best when all within the school community believe that all students

are on the path to college attendance and future success, HTH schools avoid “tracking” and other forms of ability grouping whenever possible.

These design elements find different manifestation in elementary, middle and high schools. Each is described separately below.

Elementary School Sites

The elementary school sites operated under the HTH Statewide Benefit Charter will be patterned after the successful practices developed at our original elementary school, Explorer Elementary Charter School, which opened in September of 2000 and officially joined the HTH family of schools in July of 2005.

The educational theory of Explorer and the theory to be employed at all HTH Statewide Benefit Charter elementary sites is largely drawn from the works of Howard Gardner, Jean Piaget, John Dewey and Alfie Kohn. Among other priorities, these researchers stress the belief that education is a shared responsibility of the school, parents, community and the individual student. This belief is entirely consistent with HTH’s commitment to maintaining an **Adult-World Connection** within all schools.

Consistent with the design principle of **Personalization**, K-5 sites maintain small class sizes, with all K-3 classrooms meeting class-size reduction requirements and grades 4 and 5 maintaining class sizes of 25 or fewer. The educational program emphasizes enabling students to become self-motivated, lifelong learners who think critically in a sensitive and fair-minded way. The school sees parents as partners and provides them with rich opportunities for involvement in their children’s education. For example, a parent meeting is offered weekly by the Social Emotional Literacy Coordinator where parents may discuss how to support and extend the socio-emotional program offered in the school. There is also a vital and active Parent Council and a multitude of volunteer possibilities in the school.

The elementary sites operated under this Statewide Benefit Charter will be schools serving 320 – 500 students in grades K-5. A typical enrollment pattern would call for each site to contain three classrooms per grade with 20 students in each K-3 class and 24 students in grades 4 and 5, resulting in a total enrollment of 384 students. HTH reserves the right to offer four classes per grade level which would result in an enrollment of approximately 500 students. Each site will typically have specialized teachers providing enrichment in the areas of science, music and physical education.

Students in HTH Statewide Benefit elementary sites will be provided a strong foundation of skills which will prepare them for success in HTH middle schools, or any other academically rigorous middle schools. Those skills include:

Basic Skills

- Reading
- Writing, Listening and Speaking
- English Proficiency
- Mathematics
- Scientific Method
- Social Studies/Geography
- Independent Study
- Technology Skills

Thinking Skills

- Critical Thinking
- Creative Thinking
- Decision Making
- Logic and Problem Solving
- Knowing how to Learn
- Quantitative Reasoning

Personal Qualities

- Responsibility
- Self-esteem
- Empathy
- Integrity
- Self-motivation
- Interpersonal Skills
- Intrapersonal Skills

In order to ensure that students acquire the skills listed above, HTH Statewide Benefit elementary sites will offer a range of pedagogical approaches designed to meet the needs of students with varied learning styles. Those approaches include:

1. Direct Instruction
2. Discussion groups
3. Literature circles
4. Field trips
5. Cooperative learning groups
6. Interest learning groups
7. Skill-based groups
8. Small groups
9. Whole class instruction

10. Flexible scheduling
11. Flexible grouping
12. Individual instruction
13. On-going assessment
14. Student demonstration
15. Technology-enabled learning
16. Interdisciplinary thematic curriculum integration
17. Differentiated curriculum
18. Supplemental support offering a choice of programs such as Open Court and Everyone a Reader for below grade level readers

The program will maintain a child-centered and content-centered curriculum in which there will be a balance maintained among children's abilities and interests, learning styles and the State Content standards. Curriculum development will be collaborative and ongoing. The program will focus on developmentally appropriate curriculum. Developmental appropriateness refers to research that speaks to the predictable and universal sequences of growth and change that occur in children, and to each child's developing abilities that emerge at different ages. A major premise of developmentally appropriate practice is that each child is unique and has an individual pattern and timing of growth, as well as an individual personality, learning style and family background. The statewide sites will provide a learning environment that is responsive to this research.

The following educational strategies support the educational theory of the elementary school program and address the needs of all students including gifted, English language learners and those requiring special education services.

Strategy 1. Create rigorous instructional practices that will ensure basic skill acquisition while improving students' critical thinking.

1. The educational program and pupil outcomes will align with statewide standards. This will ensure that students meet statewide standards as required by the Charter Schools Act, section 47695 (c).
2. The program will make available quality learning materials in all core disciplines including math, reading, social science and science. Basic skill acquisition will be supported with such materials as Mountain Math and Mountain Language.
3. Leveled reading materials will be available in classroom libraries and in a school-wide library.
4. Reading skills will be taught using a variety of approaches, including phonics, decoding, and learning to use contextual clues.
5. Comprehension will be reinforced through use of integrated thematic units where students will have a greater likelihood of understanding the contexts within which challenging reading assignments are offered.

6. Open Court will be used as a supplemental reading program for students who need additional support, especially in the area of vocabulary development.
7. Writing will be infused throughout the school day, with an expectation that students will be asked to generate written material at least three times daily. That may include writing in a journal, revising projects at different stages of the writing process, working on letters or other correspondence or working on grammar.
8. The writing process will be stressed in all classrooms. Some minor variation is found across classrooms, but in general all students are walked through the process of a) pre-writing, b) first draft, c) editing (including spelling and grammar), d) gathering comments from peers and self-reflecting, e) second draft and e) publishing.
9. Assessment and evaluation procedures focus on each child's continuous progress. Performance-based assessment, teacher observation, standardized testing, reading, math, social-emotional and writing assessments are ongoing.
10. Assessment of learning occurs constantly with inadequate progress resulting in nearly immediate conferences with parents where strategies for supporting student learning are shared.
11. Math is similarly taught, using a blend of approaches ensuring basic skill acquisition. A common scope and sequence of math skills has been developed and is constantly updated. It is used as a guide for all students, and if students are not acquiring skills as envisioned, a conference with other teachers, the principal and parents is called.
12. Math is supported through the use of a variety of manipulatives so that math concepts are comprehended and applied as computational and other basic skills are developed.
13. Basic skill acquisition is enriched with project-based learning and thematic teaching. Curriculum areas are integrated to construct higher meaning. Learning is collaborative and, whenever possible, is connected to adult-world problems.
14. The program regularly features Exhibition Nights where students demonstrate their learning in the presence of their parents, their peers and members of the community. Such presentations demonstrate students' mastery of the basic communication skills of writing and public speaking – skills that are emphasized within HTH's middle schools.
15. Teachers are trained at the CAG conferences (California Association for Gifted Education). The instructional program features many of the CAG-developed strategies for stimulating analytical and complex thinking, but for all children and all classrooms.
16. While leveled materials are available in all classes, the program resists grouping students by ability wherever possible, allowing peer-effect learning benefits to accrue to all students.

17. Science and music instruction is supplemented with programs offered in separate classrooms taught by additional teachers. Students will typically rotate through these specials twice weekly.
18. Technology is utilized to facilitate thinking and learning, to access information, improve communication and increase student proficiency. IT preparation at the elementary level prepares students to be successful in the IT-rich environments offered in HTH middle schools.
19. Physical education and art are seen as integral parts of the educational program.

Strategy 2 – Create classroom environments that facilitate learning as an interactive process.

1. At the elementary school level, HTH has learned through extensive experience developed implementing the Explorer model, that the physical space that students learn within must be infused with materials and exhibits that support student learning. In HTH elementary school classrooms, as is found in Explorer classrooms, students encounter vibrant, rich learning environments that provide skill acquisition support, inspire students' natural curiosities and celebrate students learning and other successes.
2. All homerooms feature libraries with leveled reading materials.
3. Word walls and other visuals to develop vocabulary and support students learning of spelling are found in classrooms across the school.
4. Learning centers through which students rotate in small groups daily are used by all teachers and are easily visible in all classrooms.
5. Student work is showcased across the school inside classrooms and in specially designed exhibits in hallways and commons areas.
6. Classrooms feature listening centers, multi-media materials and tactile learning aids so that multi-sensory learning opportunities are available to support students whatever their optimal learning modality may be.
7. Supplemental spaces allow for learning environments to be developed that are customized to the subject being taught. Science labs feature science equipment and reading materials. Temporary exhibits such as tide pools or mock excavation sites are often used in the science lab. The music lab features a variety of instruments and materials meant to engage students in music lessons that reinforce basic language acquisition skills.

Strategy 3 – Foster an academic community that is dedicated to academic excellence.

The faculty and parents will:

1. Support and facilitate student learning.

2. Enhance internal motivation of students and positive attitudes toward learning.
3. Work collaboratively to develop curriculum and assessment.
4. Maintain open communication.
5. Work together to implement research-based and innovative approaches to instruction and learning.
6. Plan for ongoing professional development.

Strategy 4 – Incorporate a technology program that enhances the academic experience of students.

HTH and the Explorer Elementary Charter School recognize that access to and utilization of current technology is essential to preparing students for future education as well as for success in the professional world. For these reasons, the elementary sites of the HTH Statewide Benefit Charter will incorporate a Technology Plan that includes the following:

1. Appropriate software, hardware and access to the Internet to supplement the core curriculum and promote the practice of higher level thinking skills and collaborative learning.
2. Integration of technology into the classroom curriculum.
3. Collaboration with other schools to increase opportunities for education.
4. Maintenance of technologically current records to assist teachers in providing support for student’s academic and health needs.
5. Application of appropriate safeguards to insure access to educational information only.
6. Educational opportunities for the faculty to enhance literacy in technology.

Strategy 5 – Integrate a school-wide social curriculum.

Evidence supports that children who interact positively with peers and have problem solving skills are more successful in school: their academic achievement is higher than that of their peers. Explorer Elementary Charter School has a social curriculum within every classroom, kindergarten through fifth grade, and all elementary school sites operated within the HTH Statewide Benefit Charter will implement it. Children have many opportunities to practice effective communication, problem solving, and build empathy and compassion for others. The curriculum, “Second Step” is taught by the classroom teacher and is woven into interactions throughout the School. A Social Emotional Literacy Coordinator oversees this instruction. The Coordinator runs weekly parent meetings to educate the parent community as well as meeting weekly with the faculty. In this way a

consistent community based on social justice, respect and responsibility is created within the School.

- The social curriculum is integrated throughout the School program and activities.
- Teachers teach “Second Step” grades kindergarten through fifth which is based on social curriculum
- The social curriculum teaches empathy, communication skills and problem solving based in respect for diversity and the needs and feelings of others.
- Students are involved in community service projects.
- Development of social intelligence is a cooperative effort between the School and its families.
- Assessment of social skills in the classroom and on the play yard is done annually to indicate student growth in this area.

The development of social intelligence helps children form values and morals that influence academic decisions and equip them with qualities to succeed.

Cross-Walking Projects to Standards

The elementary school programs offered under this Statewide Benefit Charter will be in alignment with California content standards. All teachers follow a thematic planning guide to align projects to standards and to develop thematic interdisciplinary units. Examples of how specific subject matter is systematically shown to align with state standards are demonstrated below:

PROJECT TITLE	SUBJECT/GRADE	STANDARDS ADDRESSED
Sunflower Buddies	1 st grade History and Science	CA Science Standards: Life Science: 2: a, b, c, e; Investigation and Experimentation:4: a, b, e ; CA Historical and Social Science Analysis Skills: Chronological and Spatial Thinking: 1, 2, 3, 5.
Poetry Anthology	5 th grade English Language Arts	CA English Language Arts Standards: Reading: Word Analysis, Fluency and Systemic Vocabulary Development: 1.2, 1.3, 1.5; Literary Response and Analysis: 3.1; Writing: 1.3, 1.4, 1.5; 2.1.b; Written and Oral Conventions: 1.1-1.4
Folktale Unit	4 th grade English Language Arts	CA English Language Arts Standards: Word Analysis, Fluency and Systemic Vocabulary Development: 1.1. 1.3, 1.4, 1.6; Literary Response and Analysis: 3.1-3.5; Writing: 1.1, 1.2 a-e, 1.3, 1.4, Writing Applications: 2.1 a, b, c, d; Written and Oral Conventions: 1.1-1.5
Photographic Literacy Project	3 rd grade English Language Arts, Visual Arts	CA English Language Arts Standards: Writing Strategies: 2.1, 2.2 a-c, Written and Oral Language Conventions: 1.1-1.8,CA Visual and Performing Arts Standards: Artistic Perception: 1.1, Creative Expression: 2.4; Historical and Culture Context: 3.5,
California, Here we Come	5 th Grade Math and History	CA Historical and Social Science Analysis Skills: Chronological and Spatial Thinking: 1, 2, 3, 5. Research and Evidence: 2,3; CA History and Social Studies Standards: 5.1.1, 5.1.2, 5.1.2.3; 5.8.1-6; 5.9; CA Math Content Standards: Number Sense: 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5; Algebra and Functions: 1.1, 1.2; Statistics, Data Analysis and Probability: 1.2, 1.3: Mathematical Reasoning: 1.1, 1.2 2.3. CA English Language Arts Standards: Writing: 1.3, 1.4, 1.6; Writing Applications: 2.3 a-c, Written and Oral Language Conventions: 1.1-1.5,

Accountability mechanisms we have in place to ensure that teachers are covering state standards are as follows:

- Required teacher posting of syllabi showing year-long approach to meeting standards
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their syllabi
- Required teacher posting of sample projects in the High Tech High/Explorer online project archive with evidence of cross-walking to standards
- Administrative observation to ensure that student work addresses content standards during Presentations of Learning (POLs), Exhibitions and other public displays of student work
- Regular faculty meetings where in the context of discussing student work teachers address how projects and assignments connect to standards
- Libraries of text books, primary source material, and other resources available to all schools to assist teachers in teaching to standards
- Annual review of teachers where coverage of standards is an established criteria

Middle School Sites

The middle school sites operated under the HTH Statewide Benefit Charter will be patterned after the successful practices developed at our original middle schools, High Tech Middle, which opened in September of 2003, and High Tech Middle Media Arts, which opened in September of 2005. The pedagogy employed in the middle school sites is designed to provide a bridge between the elementary program focused on basic skill acquisition and socio-emotional development and the high school program which features a growing emphasis on project based learning as a means of ensuring high levels of student engagement.

As students make the transition to middle school, they begin to follow more of the expectations that are followed in HTH high school sites. Student work becomes evaluated more frequently using Presentations of Learning (POLs) and all students are expected to develop a digital portfolio. Students in middle school sites are also assigned to advisory groups – an approach that is also followed in HTH high school sites. Our experience has been that introducing these approaches to learning in middle school prepares students to be successful in HTH’s innovative high school program.

Middle school sites will typically feature 4 core courses of 25-27 students in grades 6-8 resulting in a total enrollment of 300-324 students. HTH reserves the right to offer 6 core courses per grade which could result in a total enrollment of approximately 420 students.

Expectations in Six Learning Areas

Using High Tech High's three program design principles, middle school sites of the HTH Statewide Benefit Charter will expect students to achieve competency in six learning areas: collaboration, technology, communication, art and design, ethics and responsibility, and habits of mind.

Collaboration (How do I work with others?) Many HTH middle school projects will require students to work together to draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment and an explicit extension of the socio-emotional curriculum employed in HTH elementary school sites.

Technology (How do I use technology?) Students will develop expertise with both computer hardware and software. Faculty in HTH middle school sites will also encourage students to discuss the various technologies that they use in their projects - how they use the technology, what problems they meet, how they might improve it, and what steps they will take next with it.

Communication (How do I take in and express information?) HTH middle school faculty, peers, and community members will encourage students' oral and written communication skills in classroom discussions, group work, and advisory groups. End-of-term POL's will provide students opportunities to demonstrate learning as well as to receive feedback from peers, teachers, and community members.

Art and Design (How do I give shape and form to my ideas?) HTH middle school students will study four basic elements of art: history, production, aesthetics, and criticism. They will learn how to communicate new ideas through self-expression and will develop an artistic understanding of the world. Students will learn digital painting, drawing and sculpture media.

Ethics and Responsibility (How do my beliefs inform my actions?) Students will routinely be asked to explore ethical issues in class meetings, in social studies, in science, in advisory groups, and in community meetings.

Habits of Mind (How do I think critically?) In approaching texts and developing projects, staff and students will practice asking these critical questions:

- Perspective: What is the viewpoint?
- Evidence: How do we know?
- Relevance: Why does this matter?
- Connection: How does this connect to other things?
- Supposition: What if things were different?

It has been our experience that grounding students in these Habits of Mind at the middle school level is perhaps the most key ingredient to ensuring that students are prepared to be successful at the high school level.

Cross-Walking Projects to Standards

As HTH middle school teachers develop interdisciplinary classroom projects they are mindful of California State Content Standards for grades 6-8. The general approach is to first find projects that are engaging for students, as it is our experience that student interest in coursework is a key ingredient for ensuring that students master content. Once engagement/interest is achieved, HTH middle school teachers carefully ensure that projects are infused with lessons that adhere to standards.

Below are examples of HTH middle school interdisciplinary projects mapped to California standards.

High Tech High Middle School Projects: Crosswalk to Standards:
[These are presented for illustrative purposes only]

PROJECT TITLE	SUBJECT/GRADE	STANDARDS ADDRESSED
Magic Mystery	7 th grade Math/Science/English	CA 7 th Grade Science Standards: Genetics: 7.2 c-e; Physical Principles of Living Systems: 7.6.d; Investigation and Experimentation: 7.7 a-e; CA 7 th Grade Math Standards: Number Sense: 1.2,1.3, 1.4, 1.6; 2.2, 2.3; Measurement and Geometry: 1.1-1.3, 2.1, 2.2; Statistics, Data Analysis: 1.1; Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 2.4; 7 th Grade CA English Language Arts Standards: Written and Oral Language Conventions: Listening and Speaking: 1.1-1.6, 2.4 a-b
Ancient Egypt Museum Project	6 th grade Humanities	CA History and Social Science Analysis Skills: Chronological and Spatial Thinking: 1, 2, 3; Research, Evidence and Point of View 1-6; CA 6 th Grade History-Social Science Standards: 6.2.1.-9; English Language Arts Standards: Reading: 1.1, 1.3, Reading Comprehension: 2.1, 2.3, 2.4; Writing:1.2a-c, 1.4, 1.5, 1.6, 2.3 a-c, Written and Oral Communication: 1.1-1.5, Listening and Speaking: 1.4-1.7, 2.2a,b
Launch—The Rocket Project	6 th grade Math/Science	6 th Grade Science Standards: Focus on Earth Science: 3.a, b, c, Investigation and Experimentation: 7a-e; 6 th Grade Math Standards: Number Sense: 1.1, 1.2, 2.1, 2.2, Algebra and Functions: 1.3, 1.4, 2.2, 2.3; Statistics, Data Analysis and Probability: 1.1, 1.2, 1.3, 1.4, 2.1, 2.5. 3.1, 3.2.
Resilience Cafe	8 th grade: Humanities/Visual Arts	CA History and Social Science Analysis Skills: Chorological and Spatial Thinking: 1, 2, 3; Research, Evidence and Point of View: 1-5; Historical Interpretation: 1-5; 8 th Grade History and Social-Science Standards: United States History: Growth and Conflict: 8.6.4, 8.7.1-4, 8.9.1-6, 8.10.1-7, 8.11.1-5; 8 th Grade English Language Arts Standards: Reading: 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; Writing: 1.1, 1.3, 1.6, 2.1a-c, 2.2 a-d; Written and Oral English Conventions: 1.1, 1.4, 1.5, 1.6 Listening and Speaking: 1.1-1.9, 2.1 a-c, 2.5; 8 th Grade Visual and Performing Arts Standards: Artistic Interpretation: 1.1-1.3; Creative Expression: 2.3, 2.5; Historical and Cultural Context: 3.1, 3.3
My Legacy, My Destiny As Amended in Submission to SBE – April 24, 2008	8 th Grade English/ Math	CA English Language Arts Standards: Writing: 1.1-1.6, 2.1 a-c, 2.5a, 2.6b,c; Written and Oral Conventions: 1.1-1.6; Listening and Speaking: 1.3-1.7, 2.1 a-c; CA 8 th Grade Algebra Standards: 1.0, 5.0, 10.0, 15.0, 25.1

Coursework at HTM Sites

Students at HTH middle school sites typically complete the following sequence of courses:

6th grade

- Humanities (English and Ancient World History)
- Integrated Math-Earth Science
- Art (one semester)
- Drama/other at discretion of teaching team (one semester)

7th grade

- Humanities (English and Modern World History),
- Integrated Math-Life Sciences
- Spanish (one semester)
- Drama/other at discretion of teaching team (one semester)

8th grade

- Humanities (English and United States History)
- Integrated Math – Physical Sciences
- Spanish (one semester)
- Art (one semester)

High School Sites

The high schools operated under the HTH Statewide Benefit Charter will be patterned after the successful practices developed at our original high schools, the Gary and Jerri Ann Jacobs High Tech High, which opened in September of 2000, High Tech High International, which opened in September of 2004 and High Tech High Media Arts, which opened in September of 2005.

All core courses offered by the high schools of the HTH Statewide Benefit Charter will be approved by the University of California. We anticipate that courses offered at all HTH schools are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities. The flagship High Tech High recently received six-year accreditation by WASC, and we will support all HTH Statewide Charter School sites to achieve full accreditation as well. Student transcripts take a standard form for universal acceptance. We routinely inform prospective parents and students of such matters in public meetings and school publications, including recruiting materials, the parent and student handbook, website text and occasional newsletters.

High school sites typically feature 6 core courses per grade level resulting in an enrollment of approximately 120-150 per grade and approximately 480-560 total enrollment per site.

Curriculum and Instructional Design

High Tech High teachers work in teams to create curriculum that is integrated across subjects and aligned with California's academic content standards. The guiding pedagogy at High Tech High schools is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials⁴.

At High Tech High, our project-based learning approach is a key ingredient to our success in serving a diverse population of students. Our students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an additional and arguably more authentic element of accountability for quality work. HTH works diligently to provide exemplars of outstanding project-based instruction to its teachers so that all teachers may achieve base mastery in HTH teaching practices. An ever growing archive of projects demonstrating HTH instructional methodologies may be found at <http://projects.hightechhigh.org/>.

Cross-Walking Projects to Standards

As High Tech High teachers develop projects that engage student interests, they are mindful of California State Content Standards for grades 9-12. For example, a High Tech High chemistry teacher may have each student create a documentary about the harmful effects of illicit drugs on the human body. The unit addresses many state standards in chemistry, such as functional groups, bonding, the periodic table, and molecular structures. At the same time,

⁴ Definition from Autodesk Foundation. See <http://www.k12reform.org/foundation/pbl/pbl.htm>.

however, such a project integrates well with math and humanities and achieves real-world relevance as students use technology to create educational videos that can be shared with other schools as part of a broader drug and alcohol abuse prevention initiative.

Below are examples of High Tech High interdisciplinary projects mapped to California standards.

Examples of Projects Mapped to Standards
[these are presented for illustrative purposes only]

PROJECT TITLE	SUBJECT/GRADE	STANDARDS ADDRESSED
Mock Trials in the Humanities Classroom	11 th grade History and English	CA History Standards 11.1, 11.3, CA E/LA Standards: Reading (1.0, 1.1, 2.0, 2.1, 2.3, 2.4, 2.5), Expository Critique 2.6, Listening and Speaking 1.0, Comprehension 1.1, 1.2, 1.3, Organization and Delivery of Oral Communication (1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10), Analysis and Critique of Oral and Media Communication 1.11, 1.12
UV Radiation Project	10 th grade Chemistry	CA Chemistry Standards (4a, 4c, 4e, 4f, 4g, 9b); Investigation and Experimentation Standards (1a, 1b, 1m)
This New House (Environmentally Sustainable Dream House)	10 th grade Math, Chemistry	CA Geometry Standards (5.0, 7.0, 8.0, 9.0, 10.0, 11.0, 15.0, 18.0, 19.0, 20.0); CA Chemistry Standards (3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 7a)
Rock Climbing Project (learn the physics and write a guidebook)	11 th grade Math, English, Multimedia	CA E/LA Standards: Writing (1.1, 1.4, 1.5, 1.8, 2.3), Written and Oral Language Conventions (1.1, 1.3) CA Physics Standards (1a, 1b, 1e, 2c, 2h); Trigonometry Standards (12.0, 14.0, 19.0); Algebra Standards 14.0, 19.0
Drug Project	10 th grade Humanities, Science (Chemistry and Biology), Statistics, Multimedia	CA E/LA Standards: Reading Comprehension (2.1, 2.3, 2.4, 2.5, 2.6, 2.8); Literary Response and Analysis (3.2, 3.5, 3.12), Writing (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9); Writing Applications (2.2, 2.3); Mathematics: Probability and Statistics (5.0, 6.0, 7.0, 8.0); World History, Culture, and Geography (10.4), Biology (1b), Physiology (9a, b, c, d, e, i); Conservation of Matter and Stoichiometry (3a, b, c, d, e, f, g); Acids and Bases (5a, 5b, 5c, 5d, 5e, 5f, 5g); Organic Chemistry and Biochemistry (10a, 10e); Investigation and Experimentation (1a, 1b, 1c, 1d, 1j, 1l, 1m)
Virtual Museum	10 th grade Humanities, Multimedia	CA History-Social Science Standards 10.1, 10.4

At High Tech High schools, teachers work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades. Accountability mechanisms we have in place to ensure that our teachers are covering state standards are as follows:

- Required teacher posting of syllabi showing year-long approach to meeting standards

- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their syllabi
- Required teacher posting of sample projects in the High Tech High online project archive with evidence of cross-walking to standards
- Administrative observation to ensure that student work addresses content standards during Presentations of Learning (POLs), Exhibitions and other public displays of student work
- Regular morning meetings where in the context of discussing student work teachers address how projects and assignments connect to standards
- Libraries of text books, primary source material, and other resources available to all schools to assist teachers in teaching to standards
- Annual review of teachers where coverage of standards is an established criteria

Coursework at HTH Sites

Students at High Tech High schools typically complete the following sequence of courses:

9th grade

- Humanities (English and Ancient World History)
- Integrated Math-Physics
- Spanish (one semester)
- Graphic Arts (one quarter),
- Inventions (Business, one quarter)

10th grade

- Humanities (English and Modern World History),
- Integrated Math-Chemistry
- Spanish (one semester)
- Graphic Arts (one quarter)
- Robotics/Inventions/Other, at discretion of teaching team (one quarter)

11th grade

- Humanities
- Biology
- Math
- Internship (one semester)
- Principles of Engineering (one semester)
- Elective

12th grade

- English

- Science
- Math
- Senior Concentration
- Senior Project
- Other courses to fill graduation requirements and student schedule

Minimum Grade Requirements for Core Courses

HTH requires that students receive a C- or higher in all core academic courses. Students not receiving a C- or better in all core courses have the option of attending summer school or repeating the grade in order to achieve the minimum grade requirement for core courses.

Regional Occupation Programs (ROP)

HTH has developed a reputation for implementing a successful hands-on, vocationally oriented ROP program within the structure of an academically rigorous, college preparatory curriculum. Each site within the HTH Statewide Charter will offer a similar ROP program featuring the following ROP Course Offerings:

- Engineering Principles, Engineering Design and Development
- Multimedia Production
- Digital Art and Mixed Media, Computerized Graphic Design
- Biotechnology

The HTH Statewide Benefit Charter School pledges to work collaboratively with the SBE to develop a method by which the school may access an equitable share of ROP funding.

**Aspects of the Instructional Program that Apply to All Schools –
Elementary, Middle and High Schools**

Assurance of Similarity of Instructional Services Across HTH Schools

Within the elementary, middle and high school models, all HTH Statewide Charter School sites will offer reasonably the same instructional program. Where the schools may differ is in the thematic focus of the curriculum. An elementary, middle or high school may take on a theme to ground the school in a local context or benefit from local partners who may provide critical supplemental support to instruction. At the flagship High Tech High, for example, a teacher in chemistry may address state standards by having each student create a video documentary about the harmful effects of drugs on the human body. In contrast, at a HTH site with an environmental focus, the chemistry teacher would address the same standards, but the project and resulting videos might be about the components of hazardous waste and its effects on the environment. The standards are the same, and the process may be identical, but the specific curricular focus may vary.

Plan for Students Who Are Low Achieving

High Tech High has developed a number of strategies to address the needs of students with a wide range of prior experience and achievement.

1. We provide support to students both in all instructional areas. This may take the form of after school tutoring or tutoring during lunch or elective time. We have an active peer tutoring program at High Tech High and HTH alumni who remain in the local area often return to the school to volunteer.
2. When students are identified to not be learning at a satisfactory rate, conferences with other teachers, school directors and parents are called where strategies for supporting student learning are discussed.
3. Because of HTH's focus on project-based learning and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills.
4. Supplemental learning materials are often made available to low achieving students. These materials are often made available through information technology in school.
5. We offer summer bridging for students entering High Tech High schools with below-level skills in math and English and summer school programs for current students needing additional support.

Plan for Students Who Are High Achieving

HTH schools do not track students. Rather, within each class HTH teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high achievement:

- Alternative “challenge” assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these “challenge” assignments during the course of the term.
- Students may elect at the beginning of the term to pursue an honors option in academic core courses beginning in 11th grade by preparing a separate portfolio of cumulative “honors work” in addition to the regular course work. Requirements and performance standards for the honors option are set and announced by the course instructor.
- Juniors and seniors who successfully pursue the honors option in a course have that course designated as an honors course and weighted accordingly on their transcript.

Plan for English Learners

The HTH Statewide Benefit Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. The goal is to develop high quality instructional programs and services

for English learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as native-English speaking students.

At HTH schools, linguistic and cultural diversity are seen as assets for teaching and learning. English proficiency is a goal for all students, regardless of linguistic background. In order to best serve the needs of our English Language Learner (EL) students and comply with federal statutes and regulations defined by the US Department of Education's Office of Civil Rights (OCR), HTH schools follow the five-step language support plan described below.⁵ All faculty share responsibility for implementation of this plan, coordinated as appropriate by the EL Coordinator. All EL students are fully integrated into core classes and required activities and receive one-on-one or small group coaching based on their language needs.

Five Step Language Support Program

Identification. All students, regardless of racial or ethnic background, complete a Home Language Survey (HLS). The purpose of the survey is to identify students who come from homes in which a language other than English is spoken.

Assessment. If the HLS indicates that a language other than English is spoken at home, HTH sites are responsible for assessing the student's English language proficiency in the areas of speaking, reading, writing, and comprehension of English. As required by California law, HTH sites will administer the California English Language Development Test (CELDT) to all new students with a home language other than English and to all English Learners annually to determine each student's individual proficiency level and to reclassify students to Fluent English Proficient (FEP) where appropriate.

Services. HTH sites provide language support to all students qualifying as EL. The Coordinator works individually with each EL student, along with the student's family and advisor, to determine the most appropriate support strategies.

Transitioning/Exiting. As EL students are working toward English proficiency, they are still expected to practice and learn the skills and content as required in their core academic courses. HTH sites will outline specific skills for transitioning from language support services so that students and the school have a clear sense of goals and accomplishment.

Monitoring. Students who no longer need language support services are monitored by their advisor to make sure they are performing adequately across their classes.

As part of the *placement and services*, individual and group coaching for EL students will take place one or more times a week during X Block classes, or during the time that their peers are taking Spanish. By using these times for additional English-language study, EL students remain fully involved in their core classes, and HTH sites maintain their inclusive environment while meeting the

⁵ Adapted from guidelines provided by the US Department of Education's Office for Civil Rights (OCR)

specific needs of students learning English. The following strategies will also be implemented to ensure academic success and language progress for EL students.

Comprehensive Assessment: The EL Coordinator and Curriculum Coordinator, as appropriate, will be responsible for coordinating teacher evaluations of the student's classroom performance, family/student interviews and collection of a case history, as well as language proficiency testing. The results of these assessments will be used to determine the need for tutoring and other types of extra support. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in implementation, and the teacher's, parents' and school's role in providing support. At least twice each semester, the instructional program will be reviewed and discussed.

Professional Development: All HTH teachers will receive professional development in research-based language and literacy instruction strategies for English Language Learners, including contextualized curriculum, group work, appropriate teacher discourse, and differentiated instruction.

Personal Learning Plans: Advisors work individually with every student to develop student goals and pinpoint strengths, needs, personal interests, and special accommodations. Advisors use the Personal Learning Plan to assess each student's progress and make necessary adjustments along the way. The PLPs are directly informed by the Comprehensive Assessments coordinated by the EL Coordinator. Advisors work closely with the EL Coordinator to ensure that the goals and special accommodations within the PLP are appropriate as well as communicated to the classroom teachers.

Plans for Tutoring: EL students receive support both inside and outside their core academic classes. Within the class, lessons and assessments are differentiated and incorporate SDAIE strategies. EL students scoring at intermediate proficiency or below remain enrolled in all core classes with other students and are offered an optional x-block ELD class. EL students are also provided a system of supplemental academic assistance including study support classes (to receive assistance with homework and class assignments), and teacher-hosted tutoring after school. Additionally, we also have a Spanish-Speaking Parent Organization that meets monthly to discuss school issues and to plan ways to support students.

Community Outreach: Administration and faculty will work closely with family, community, and local organizations to support EL students and their families. Translators at school meetings and functions, mentoring and tutoring from community members, guest speakers, and specific workshops for parents in supporting their children's learning are provided.

Plan for Special Education

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be

provided a free, appropriate public education in the least restrictive environment. To meet our students' needs, High Tech High focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent. While High Tech High fully supports the federal and state statute and regulatory provisions that require special education services be provided in the least restrictive environment, it is cognizant of the need to craft the delivery of such services "appropriately."

The delivery of special education services to HTH students shall be provided by a credentialed special education teacher. The teacher shall also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. High Tech High shall contract with independent service providers for any required element of special education support such as psychological services, speech therapy and other related services necessary for the provision of a free appropriate public education. Further, High Tech High shall pursue the development of contracts with neighboring school districts and county offices of education for educational services beyond the expertise of its special education teaching staff.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process. Instructional staff are instructed about the characteristics of special education handicapping conditions and referral procedures. High Tech High provides psycho-educational diagnostic services to assess students for each of the 13 disabilities as defined by federal law.

SELPA Membership Plan

The HTH Statewide Benefit Charter School shall participate as an LEA member of the Desert/Mountain SELPA Local Plan Area (D/M SELPA). As a member of the D/M SELPA, HTH will require all affiliated schools to make the following assurances through their governing board:

FREE APPROPRIATE PUBLIC EDUCATION

Each affiliate site shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

FULL EDUCATIONAL OPPORTUNITY

Each affiliate site shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.

CHILD FIND

Each affiliate site shall assure that all students with disabilities are identified, located and evaluated.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Each affiliate site shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.

LEAST RESTRICTIVE ENVIRONMENT

Each affiliate site shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.

PROCEDURAL SAFEGUARDS

Each affiliate site shall assure that children with disabilities and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

ANNUAL/TRIENNIAL ASSESSMENT

Each affiliate site shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.

CONFIDENTIALITY

Each affiliate site shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

PERSONNEL STANDARDS

Each affiliate site shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

PARTICIPATION IN ASSESSMENTS

Each affiliate site shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

Further, each approved site will be required to comply with the D/M SELPA Local Plan [see Appendix for a copy of this plan] and perform all corrective actions deemed necessary by High Tech High charter school managers and/or the SELPA. The oversight of the special education programs at HTH affiliate sites will be provided by HTH's special education director who has extensive administrative experience in the area of special education service delivery and state and federal statutes and regulations. Additionally, each affiliate site will be required to demonstrate an adequate capacity to provide special education students with a free and appropriate public education. Working in close collaboration with HTH staff, each affiliate will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of site administrative staff to meet special education quality and compliance requirements.

The Special Education director for HTH will be accessible to the sites through personal school site visits/reviews as well as video and telephone conferencing. The Desert/Mountain SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is also enhanced by regularly scheduled personal visits to all participating LEA's from a team of highly qualified Resource Specialists. As additional staff is hired, HTH will pursue the development of a mentor teacher program which will provide pedagogical support to affiliate sites. Specific and targeted staff development opportunities will also be provided by HTH staff and the Desert/Mountain SELPA during the Annual Summer Institute sponsored by HTH.

Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by HTH's Special Education Director at least monthly for each affiliate school site to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to affiliate schools to address local needs, review changes in the law, and introduce promising educational interventions.

Transferability of Credits

Within the parent and student handbook distributed annually, the sites of the HTH Statewide Charter School will provide written information about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. As middle and high school courses offered by the sites of the HTH Statewide Charter School are accredited by the Western Association of Schools and Colleges and approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria, written notification to parents shall state that such accredited courses and approved courses are considered transferable.

Independent Study

To the extent independent study is provided, the HTH Statewide Benefit Charter School will comply with state laws relating to independent study as set forth in Education Code § 47612.5.

Element Two (B)– Measurable Pupil Outcomes

The HTH Statewide Benefit Charter School intends to graduate its students with SAT/ACT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a college, CSU, UC, or other notable institutions, e.g., the Ivy League.

Other measurable outcomes include:

- An expectation that 100% of High Tech High graduates will secure admission to an institution of higher education. We expect roughly 80% of those graduates to secure admission to a four-year institution.
- Students completing a course of study that meets all requirements for entry into the University of California system.
- An expectation that 60% of High Tech High alumni will complete 4-year college degrees within 6 years of graduating from High Tech High

Graduation Requirements:

At High Tech High schools, our graduation requirements are aligned with the minimum entry requirements of the University of California/California State University systems. In addition, in order to graduate, students must complete a semester-long academic internship, must complete a substantive senior project, and must complete a successful transitional POL during the 12th grade year.

GRADUATION REQUIREMENTS

SUBJECT AREA	REQUIREMENT
English	4 years
History	3 years
Mathematics	4 years
Lab Science	4 years
Language other than English	2 years (of the same language)
Visual and Performing Arts	1 year (of the same art course)
College Preparatory Elective	1 year
[In addition, at HTH:]	1 semester
Principles of Engineering	1 semester
Academic Internship	1 semester
Senior Project	Project completion

High Tech High students will meet all academic standards as adopted by the State Board of Education and applicable to charter schools.

Academic Performance Index

High Tech High's API scores are as follows:

2006-2007	API	State Rank	Similar School Rank
High Tech High	807	NA	NA
High Tech High International	783	NA	NA
High Tech High Media Arts	717	NA	NA
High Tech Middle	847	NA	NA
High Tech Middle Media Arts	832	NA	NA
Explorer Elementary	898	NA	NA
2005-2006	API	State Rank	Similar School Rank
High Tech High	809	9	9
High Tech High International	767	8	8
High Tech High Media Arts	750	8	4
High Tech Middle	868	10	10
High Tech Middle Media Arts	843	9	7
Explorer Elementary	910	10	2
2004-2005	API	State Rank	Similar School Rank
High Tech High	792	9	9
High Tech High International	764	8	8
High Tech Middle	865	10	9
Explorer Elementary	925	10	8
2003-2004	API	State Rank	Similar School Rank
High Tech High	828	10	10
High Tech Middle	856	10	10
Explorer Elementary	887	10	10
2002-2003	API	State Rank	Similar School Rank
High Tech High	802	10	10
2001-2002	API	State Rank	Similar School Rank
High Tech High	788	10	10
2000-2001	API	State Rank	Similar School Rank
High Tech High	820	10	10

Further, our goal is that every HTH site operated under the Statewide Benefit Charter will consistently maintain minimum statewide/similar schools API decile rankings of 6/7 or 7/6 beginning with base API reporting in the second year of operation. In addition, each HTH site will meet all Adequate Yearly Progress (AYP) targets. All HTH schools have met AYP targets to date.

Element Three (C) – Method of Measuring of Pupil Progress

Unlike many traditional public schools, where students progress simply by putting in class time and passing multiple choice tests, High Tech High schools implement a wide assortment of ongoing authentic assessments. At the elementary school level, sites will use multiple measures of assessments to maintain a balanced assessment system. The assessments are linked to the standards for literacy, mathematics, science, history-social science, and applied learning. The goal of assessment is to provide information for:

1. Curriculum planning, determining and planning instructional practices.
2. Special needs and interests of students.
3. Feedback to students regarding their individual progress.
4. Program evaluation and accountability.
5. Students to be self-assessors of their own work.
6. Communication to parents and the larger community.

In addition to Standardized Testing the following assessments are used:

- Performance-Based Assessment – Explorer Elementary Charter School implements performance-based assessments in ways that enable children to demonstrate what they know and what they are able to do in meeting the statewide standards. Performance-based assessments include, but are not limited to:
 - Exhibits, Demonstrations and Presentations: These projects represent a culmination of the student's learning in curricular areas; they may be written or oral. They may also reflect interdisciplinary themes applied to core curriculum.
 - Calendared Classroom Assessments: Teachers assess children regularly in reading, writing and mathematics. The faculty meets together to rubric score writing and math prompts as well as the social curriculum.
 - Teacher Prepared Assessment Instruments - Teachers design appropriate tasks that measure understandings and mastery of classroom work.
 - Student Journals – Students keep journals in writing, science and interdisciplinary thematic curriculum. These reflect their understanding and thinking skills.
 - Formal Assessment Reports to Parents – A formal progress report to parents is sent home two times per year. Students are assessed in all

- academic areas as well as in social-emotional development. Many curricular areas are assessed based on rubric scoring.
- Conferences – A variety of conferences are conducted throughout the school year and include:
 - Parent/Teacher Conferences: These are scheduled two times per year. At these conferences parents share their expectations and any concerns they have about their child. Goals are set at the first conference. The teacher reports academic as well as social progress.
 - Child/Teacher Conferences: Meetings are scheduled with the child and teacher to discuss and evaluate a child's progress.
 - Other Conferences – These are scheduled as needed to ensure that the program is meeting the student's needs.

At the middle and high school level, student success requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, High Tech High schools have instituted "Transitional Presentations of Learning" (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level. Resources for HTH teachers implementing the alternative forms of assessment practiced at all HTH sites are constantly being refined and made available within High Tech High's On-line Resource Center – <http://www.hightechhigh.org/resource-center/> and within the online Project Archive – <http://projects.hightechhigh.org/>.

Presentations of Learning (POLs)

A Presentation of Learning is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

1. Community Event POL
2. Reflective Portfolio POL
3. Project Specific POL
4. Personal Growth POL

Before the POL, students practice their presentations in advisory. Advisories focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation. Each type of POL must incorporate a reflective piece regarding the learning goals.

For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student's digital

portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

Digital Portfolios

Every HTH middle and high school student is required to create a personal digital portfolio. Although students may take creative license in the design of their portfolio, each portfolio must include a project section and a career/educational section that is presented each year during the Transitional Presentation of Learning (tPOL). The portfolio includes the following:

- Career/Educational – A career and educational objective, a web-based resume and a standard, printable resume
- Projects – Samples of best work accompanied by reflections on the learning embedded therein
- Art and Design – A simple, easily navigable design.

At the end of each school year, HTH middle and high school students present their “Transitional Presentation of Learning,” or tPOL. The requirements for the tPOL are grade-level specific, but include an oral presentation, use of the student’s digital portfolio, artifacts from standards-bearing project work in the humanities, math and science, and elective courses. tPOL panels will consist of faculty from the students’ current and proximate grade level, students, parents, and community members. Each grade level will use a common rubric to evaluate tPOLs and determine each students’ readiness to advance to the next grade. Students who attempt but do not pass the tPOL will be given at least one additional opportunity to present once they have revised their work based on input from the review panel. Students who do not pass the tPOL are not promoted to the next grade.

Senior Project

Every HTH senior must complete a senior project in a focus area, such as graphic design or engineering. They present their senior projects in a final Transitional Presentation of Learning. Teachers, parents, administrators, and community members sit on the senior presentation panels.

Grades and Testing

HTH students earn traditional grades on a four point scale as well as honors options for core academic classes such as math, humanities, language, and science. They also participate in standardized exams such as the California Standards Tests, California High School Exit Exam, and Physical Fitness tests. To assess what students know and can do as a result of their project work, HTH uses additional assessments, including the Digital Portfolio, Presentations of Learning (POLs), Academic Internship Standards, Senior Projects, and grade level Transitional Presentations of Learning (tPOLs) as described above.

The following table outlines the assessments used at High Tech High schools and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum. Because our schools are small, they can make changes quickly. For example, when they noticed a dip in math scores, teachers at the flagship HTH met to examine the scores disaggregated by grade level and subtest area and then refined the HTH math content guide for teachers. The downward trend in the math scores has been reversed.

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
California High School Exit Exam (CAHSEE)	Winter/Spring	State and graduation requirement to assess whether or not students are prepared with basic skills.
“A-G” college requirements	Throughout the school year	Prepare students for college entry with rigorous curriculum.
CELDT	Fall and as needed for new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.
Fitness Gram	Spring	Required by the Federal Government to ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.
California Standards Test	Spring	Tests student knowledge of the California State Standards.
Aprenda 3	Spring	For all Spanish speaking EL’s grades 9-11 who receive instruction in Spanish or who have been in school in the US for less that 12 months.

Use and Reporting of Data

The Sites of the HTH Charter School will make regular use of student performance data to inform instructional practices and will regularly report achievement to school staff, parents and guardians. In the context of weekly staff meetings at HTH sites, staff routinely review student work and discuss how practices may be adjusted to meet the individual needs of students. It is in these weekly “Looking at Student Work” discussions that teachers receive support from one another to assist students in achieving the standards required. Teachers give advice to the presenting teacher so that they may go back to their classroom and provide additional support. Often these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve the students’ learning. As such, this powerful staff development protocol ensures that the real-time analysis of daily student performance data is informing refinement of practice in the classroom, is providing a basis for regular communication with parents and students and is supporting student achievement and high expectations.

At the classroom level, High Tech High teachers use a variety of strategies to monitor student understanding and progress on a daily and weekly basis. These include quizzes, weekly student reflections, and daily “check-ins,” e.g., asking students at the end of a class session to write and submit a quick reflection on a 3 x 5 card. In addition, High Tech High teachers have established protocols for weekly reviews of student work including using learning logs or journals, and using weekly check-ins to gauge progress on long-term projects.

HTH sites also issue regular progress reports and grade-status updates to students’ advisors who are then responsible for intervening to support students who may be in danger of not receiving passing grades. Such intervention includes the hosting of meetings with students’ parents to assess what additional supports need to be made available to assist the students with their learning. HTH sites also provide parents up-to-the-minute information about students’ grades via web-enabled password access to the HTH Student Information System.

All HTH sites will participate in the School Quality Review Process (SQR) that all HTH schools undertake in order to demonstrate successful implementation of HTH design principles and achievement of HTH quality standards. The SQR process consists of a self-study that sites undertake in the spring of each year, an onsite evaluation from central HTH staff involving interviews with all stakeholder groups at the school, the submission and review of stakeholder surveys regarding implementation of various aspects of the HTH model, and the

submission and review of student achievement data as demonstrated by performance on state-mandated tests. The final SQR report is made available to all stakeholders at HTH sites and is posted on sites' web pages. Both site-based staff and HTH central staff use sites' final SQR reports as planning tools for improving instruction and student outcomes in the following year.

HTH will also regularly collect and report student achievement data through participation in state-mandated testing programs and through publishing of data in sites' School Accountability Report Cards.

Alumni Program

HTH will operate an alumni program that will keep in contact with graduates of HTH sites and monitor their progress through institutions of higher education so that we may measure the extent to which we achieve our goals regarding college completion rates.

Element Four (D) – Governance

The High Tech High Statewide Benefit Charter School will be governed by the Board of Directors of High Tech High, a duly constituted California nonprofit public benefit corporation designed to provide governance over all High Tech High schools operated in the State of California. The Board of High Tech High will have legal and fiduciary responsibility for the wellbeing of all sites operated under the High Tech High Statewide Benefit Charter School. The school will be a direct-funded charter school and will purchase administrative services from High Tech High's central organization. The High Tech High board will meet at least quarterly and will hold its meetings in accordance with the Brown Act. The High Tech High board will have at least five members, a majority of whom shall represent the business community. Additional board members will be selected to represent educators and the community-at-large. At least one board member will be the parent of a High Tech High student. At the option of the SBE, the SBE may appoint a representative to High Tech High's board.

All potential board members will be screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to High Tech High board members. Terms will be from one to three years and will be staggered so as to ensure orderly succession. Training will be provided annually regarding the legal and fiduciary responsibilities of High Tech High board members.

In order to secure local participation in decision-making at the local level, sites of the High Tech High Statewide Benefit Charter School will form an advisory board consisting of at least five members, which will provide input regarding issues of importance to sites, including the use of categorical funding. The advisory board

will consist of the school director, teachers, parents and local community members.

Parent Involvement

Each HTH Statewide Charter School site will feature active parental involvement, as we see parent involvement as a key factor in student academic achievement. Each site will have a parent association, based on the vision that “through effective communication, school community activities, and classroom support, we will build parent involvement and contribute to student achievement.” Activities that the Parent Associations may undertake include, but are not limited to:

- Creating and distributing a Parent Association Newsletter
- Creating and maintaining a Parent Association Website
- Sending regular Parent Association “E-mail blasts”
- Preparing and publishing the student directory
- Meeting regularly (twice monthly on average) and serving as a liaison to other school stakeholder groups such as the Associated Student Body, school governance boards, extended services staff
- Sponsoring/supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities)
- Supporting classrooms directly (Room/Team Parent coordination, teacher wish lists, chaperoning)
- Coordinating school-wide fundraising (book fairs, eScrip, other fundraising partnerships with local businesses)

Element Five (E) – Human Resources

Qualifications of School Employees

High Tech High is committed to hiring talented, knowledgeable, passionate teachers. We do that by holding hiring fairs, working with Schools of Education, and networking with people in industry. Upon review of resumes, we conduct initial phone interviews which, if successful, are followed by a rigorous full-day process during which candidates teach a class (and are evaluated by students), have a luncheon interview with students, and interview with teachers and administrators.

Teachers at High Tech High represent a range of experiences. Some are former biotech engineers, community college professors, or graphic designers; others are veteran teachers or recent university graduates. In August 2004 High Tech High was the first charter school to receive approval from the California Commission on Teacher Credentialing (CTC) to offer single-subject credentials. The organization is now seeking authority from the CTC to offer a multi-subject intern program for teachers in our elementary schools. Through these programs,

and in collaboration with local colleges and universities, we are well on our way to full compliance with NCLB requirements. High Tech High teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which any public school teacher is required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses.

We recognize that charter school teachers of core academic subjects, as defined in federal law, must meet the NCLB requirements. We support the spirit of the NCLB regulations – that all students are taught by high quality teachers – and are committed to ensuring compliance, though for many of our teachers that means demonstrating subject matter competence in two areas. While we have found that our interdisciplinary structure is quite effective in promoting the high levels of achievement that NCLB seeks to generate, some teachers may require additional time to reach compliance in two areas. Our goal is to hire teachers who are highly qualified per NCLB requirements; however, in rare cases, we may hire a teacher who is HQ in one of two core areas they teach. In such cases, we will create a plan with the teacher to ensure compliance in that second core area as quickly as possible by passing the required examinations or completing additional coursework. Should HTH hire a teacher who is not Highly Qualified per NCLB in at least one area, the school will notify parents and the CDE and share the plan for remedying that situation.

Within the provisions of the law, High Tech High reserves the right to recruit, interview and hire the best qualified person to fill any of its position vacancies.

Any paraprofessional educators that may be employed by HTH will meet at least the minimum qualifications established by NCLB.

High Tech High does not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, or other basis prohibited by law.

Professional Development

Professional Development at the HTH Statewide Benefit Charter School consists of an ever-changing, ever-improving mix of site-based and centrally-hosted learning opportunities. By design, professional development at HTH sites is largely contextual, integrated into teachers' day-to-day work and addressing issues that emerge therein. Indeed, the whole purpose of the contractual requirement that teachers arrive at school one hour before the students each day is to reserve time during teachers' regular work day for planning and development. This contractual hour is used for staff to meet in various configurations to accomplish planning and development goals. Although the precise details may vary at each HTH site, the typical pattern for morning meetings is:

- one full faculty meeting, where staff discuss of school issues, receive training for collegial coaching, and look at student work together
- two team meetings, where teachers who share the same students meet to plan integrated activities and to discuss the needs of individual students
- one meeting by academic discipline (humanities, science, math, language, etc.)
- one meeting of study groups: self-selected groups that address program issues (presentations of learning, digital portfolio requirements, assessment, the HTH approach to writing instruction, promotion policies, etc.). These study groups are proposed and formed in the overall faculty meeting, and they make policy and action recommendations to the faculty

In practice, these morning meetings serve as a theoretical context for veteran and new teachers to reflect on and refine day-to-day practice at HTH sites. They provide the occasion for powerful and productive discussion of the issues and needs that teachers identify in their work.

Morning meetings are also used to allow for discussions of student work. HTH sites have long emphasized close collective scrutiny of student work products as a key to program and professional development. Much of this work takes place at faculty meetings, where teachers bring in samples of student work examination and response, following a protocol adapted from the work of Harvard University's Project Zero and others.

Collegial Coaching has also become an important part of HTH's professional development process. Starting at first with observation and consultation by HTH central staff, the program has evolved to engage peers in classroom observation and feedback. Teachers within HTH schools now have long experience in collegial coaching and have worked in the context of study groups to coordinate and develop materials for this program across HTH sites.

In addition to professional development happening in the context of site-based morning meetings, centrally-sponsored trainings are offered to the teachers and directors. Those trainings include teacher residencies at the HTH flagship village in San Diego, college advising and internship program institutes, teacher ambassador programs where experienced teachers from existing HTH schools visit and support teachers in newly opened HTH sites, and the HTH Summer Institute, an annual conference that attracts participants from across the United States to discuss refinement of implementation strategies for the design elements of High Tech High.

Element Six (F) – Health and Safety Procedures

All sites of the HTH Statewide Benefit Charter School High Tech High will comply with all applicable safety laws. The school will require that each employee of the school furnish the school with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School shall also ensure that all mandated tuberculosis screening of employees, pupil immunization and pupil health screenings are completed.

Sites will develop further health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. HTH will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools. HTH, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

Element Seven (G) – Non- Discrimination

Sites established under the High Tech High Statewide Benefit Charter shall be nonsectarian and nondiscriminatory in its programs, admissions policies, employment practices and all other operations, shall not charge tuition and shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, disability or on the basis of the characteristics listed in Section 220.

Element Eight (H) – Student Admissions and Attendance

Student Recruitment

The HTH Statewide Charter seeks to serve student bodies that reflect the full socio-economic and cultural diversity of the local areas where our sites operate. HTH grade 9-12 sites may consider any student who satisfactorily completes a course of study offered by a grade 6-8 site operated by High Tech High as qualifying for admission. Grade 6-8 sites may consider any student who satisfactorily completes a course of study offered by a K-5 site operated by High Tech High or Explorer Elementary Charter School as qualifying for admission. Sites may also consider any transfer student in good standing from any site operated by High Tech High or Explorer Elementary Charter School.

HTH sites will work cooperatively with area school districts and county offices of education to attempt to provide program information and applications to all eligible applicants via direct mail. Staff members will visit school and community organizations throughout the surrounding area to recruit applicants. Public information meetings will be held about each site. Special emphasis will be placed on holding such meetings in communities where site staff feel additional focus is needed to achieve socio-economic and cultural diversity. Program descriptions and student recruitment information will be presented in a variety of languages so that we will be able to access a broader group of students and parents. Additionally, we will post on each site's website information about our admissions process and timeline along with an application form. Sites' websites may be accessed through www.hightechhigh.org.

Student Admission Policies and Procedures

The HTH Statewide Benefit Charter School will attempt to accommodate all students who apply for admission. To qualify for admission:

- The student and his/her parent or guardian must together attend one complete High Tech High information session. These sessions will be held on evenings and weekends. They will detail what the school expects of the student and his or her family as well as what the student and family should expect of the school. During these sessions, as necessary, translation assistance will be provided for parents who are not proficient in English and reasonable accommodations will be made for parents with disabling conditions preventing their participation in this otherwise required activity.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the parent and student handbook.

If more students apply and qualify than can be admitted, priority for admissions will be assigned in the following order:

1. Returning or existing students in good standing.
2. Offspring of employees or board members of High Tech High, High Tech High Foundation or HTH Learning or of the advisory boards of each individual site.
3. Students being promoted from or transferring from another site operated by High Tech High (who also complete the application process in a timely fashion).
4. Siblings of students currently attending sites operated by High Tech High, provided that the offering of such preferences at the middle and high school levels will not result in overrepresentation within any zip code area, as described below.
5. All other students permitted by law.

A part of the mission of High Tech High is to deliver on the spirit and intent of Brown vs. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the regions where we operate schools. As was articulated in Justice Kennedy's concurring opinion in the 2007 Seattle school desegregation case, it is entirely permissible for public school operators to use geography as a means of encouraging diversity in school enrollment. High Tech High has long recognized the value of seeking diversity by encouraging enrollment from a wide geographic area.

Accordingly, for each village of schools operated by High Tech High, a default attendance area is identified consisting of several contiguous zip code areas or "clusters." If High Tech High receives more applications than there are spaces available, a computerized lottery will be held to determine who is offered admission. Using United States Census data, High Tech High determines the percentage of school-aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster. Because weighting is based upon census data, High Tech High ensures that each applicant has an equal opportunity to gain admission to the school. Weighting is designed to ensure that approximately 85% of school enrollment comes from the default attendance area, resulting in approximately 15% of enrollment coming from all other zip codes in the state. Similar weightings are implemented to encourage socioeconomic diversity. Weightings for SES are designed to ensure that approximately 40% of enrolled students qualify for free and reduced price meals under the National School Lunch Program (NSLP) – a number roughly approximating the percentage of school-aged children in California who qualify for NSLP. Weightings for both geography and SES are adjusted to account for the numbers of students from a particular zip code cluster who have been admitted from returning, promoting and transferring students, sibling preferences and board member or employee preferences.

Once the initial openings have been filled using the procedures described above, HTH will temporarily suspend the lottery, and chosen applicants will be informed of their option to enroll in the school. Applicants who have not been chosen will have their names maintained within the applicant pool. As additional openings become available after the initial stage of drawing names, the lottery will resume. When names are drawn, High Tech High will notify the applicants that they have the option of enrolling in the school. Notifications will give applicants at least three full business days to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter or email, High Tech High will eliminate the applicant from consideration and draw another name from the lottery. Applicant pools expire annually at the end of the formal

academic year, or as otherwise determined by the Board of Directors of High Tech High.

High Tech High will evaluate the performance of all enrollees annually and consider each for readmission prior to consideration of any other applicants. High Tech High will evaluate enrollees based upon published criteria, including those contained within the parent and student handbook. Students not readmitted, if any, shall be notified in writing of the basis for their non-readmission. High Tech High reserves the option of readmitting students who have left the school. Students who are not readmitted are eligible to apply to the school when the next cycle of admissions commences.

Element Nine (I) - Annual Audits

High Tech High will contract with an independent auditor, from the Certified Public Accountants Directory published by the State Controller's Office, for an annual financial audit that will be conducted pursuant to Education Code Section 41020, the Standards and Procedures for Audits of California K-12 Local Educational Agencies, and in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. High Tech High will transmit a copy of the audit to the county office of education, the State Controller's Office, the CDE Charter Schools Division and the CDE Audit Resolution Unit by December 15 of each year.

Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the State Board of Education and the School by no later than the following June 30th or other time as may be mutually agreed to.

High Tech High will avail itself of the well-tested plans and systems used to support our existing schools in order to ensure the successful completion of the independent audit.

High Tech High will:

- Prepare and file with the CDE a preliminary budget on or before July 1, an

interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report for the full prior year on or before September 15 (Education Code section 47604.33).

Element Ten (J) - Student Suspensions and Expulsions

Sites of the HTH Statewide Charter School will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal statutes and state constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures.

The following offenses represent grounds for mandatory expulsion:

- The causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.

The following offenses represent grounds that may result in suspension or expulsion:

- The threat of physical injury to another person, including sexual assault.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Robbery or attempted robbery of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Violation of a policy or procedure by a student and/or parent as set forth in the parent and student handbook.

These grounds for suspension and expulsion were generated after reviewing Education Code 48915 and after reviewing grounds for suspension and expulsion at other public charter schools. In general, High Tech High's suspension and expulsion standards are consistent with Education Code 48915, although in some instances, High Tech High's grounds reflect an expectation of higher student accountability for behavior. High Tech High believes that such an expectation ensures the creation of a respectful learning environment where all

students are allowed to achieve to their full potential. The High Tech High Board of Directors will review and revise, as necessary, the grounds for mandatory expulsion and the grounds that may result in suspension or expulsion. The current list will be communicated through the annually-updated parent and student handbook.

A student suspension or expulsion will only be enacted with the approval of the Site Director. Before enacting a suspension or expulsion, the Site Director will conduct an investigation of the circumstances, including consulting the student and affected parties. The Site Director will consider whether alternatives to suspension or expulsion may be appropriate. If a student is suspended or expelled, the parents and/or guardians will be informed in writing about the reasons for suspension or expulsion and about due process rights in regard to suspension or expulsion.

A suspension or expulsion decision by the Site Director may be appealed to a committee consisting of one member of the High Tech High Board of Directors, one member of the school's local advisory board and the CEO of High Tech High. The committee shall have the right to rescind or modify the suspension or expulsion. The committee members appointed will be knowledgeable about the Statewide Benefit School's bases for suspension and expulsion and the procedures regarding suspension and expulsion. To ensure impartiality, committee members will not be relatives or friends of any party involved. The parents or guardians of the student (or, if at least 18 years of age, the student) will have ten days from the suspension or expulsion to declare in writing their request for an appeal. The committee shall convene a hearing within ten days of receipt of a timely request for an appeal. At the hearing, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and the school. That decision shall be final.

Element Eleven (K) – Compensation and Benefits

HTH Statewide Benefit Charter School sites will attempt to offer compensation benchmarked to the district pay scales of the revenue limit districts nearest to where the schools are located.

The School will participate in STRS and PERS. The following positions will be offered participation in STRS:

- All Teachers including Special Education Teachers
- The School Director
- The Dean of Students

- The College Advisor
- The Academic Internship Coordinator

The following positions will be offered participation in PERS:

- Office Manager
- Attendance Clerk
- Associate IT Director
- Custodial Staff, if any

Teachers and other persons working at High Tech High will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The High Tech High board may establish retirement plans for employees that may include, but will not be limited to, establishment of a section 403(b) plan, a 457 plan or other supplemental benefits as deemed appropriate.

Element Twelve (L) – Attendance Alternatives

HTH Statewide Charter School sites will be sites of choice. No student is required to attend. Students choosing not to attend a HTH site may attend other public schools within their home school district.

The sites of the HTH Charter School pledge to work cooperatively with the SBE, with appropriate county offices of education, with local school districts and with other local charter schools as necessary to expeditiously provide and receive student information as may be necessary when students transfer between sites of the HTH Charter School and other public school alternatives.

Element Thirteen (M) – Rights of School District Employees

The right to leave a district and take employment at a High Tech High school, as well as the right to return to the district for High Tech High employees who were previously district employees, will be as specified in district policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code section 47604.

Element Fourteen (N) – Dispute Resolution Process

Because the SBE is not a local education agency, it may choose to independently settle disputes in lieu of engaging in a dispute resolution process.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47607, the matter will be addressed accordingly by the SBE.

Element Fifteen (O) – Employee Representation

For the purposes of the Educational Employment Relations Act, High Tech High, the duly constituted nonprofit governing the High Tech High Statewide Benefit Charter School, shall serve as the exclusive public school employer of record for the employees of sites to be operated under the statewide benefit charter school. High Tech High shall establish its own lawful procedures for discipline and dismissal.

Element Sixteen (P) – School Closeout

If the HTH Statewide Charter School or any of its individual sites should require dissolution and winding up for any reason, assets remaining after payment of all debts and liabilities and a final audit will be distributed as follows: (1) All assets and property of the site and/or School will be distributed first to HTH if it is still operating, then to High Tech High Foundation, for the benefit of other charter schools established by the foundation, and if neither organization is operating, to the SBE. (2) All other assets and property will be distributed to a nonprofit fund, foundation or association in accordance with state law. Further, HTH will notify parents, students, the California Department of Education, and districts affected by the closure and will transfer all pupil records as appropriate. Finally, HTH will produce a final audit for the charter-granting agency that determines the disposition of all assets and liabilities.

OTHER CHARTER PROVISIONS

17. Preferred County Office of Education for Administrative Support

HTH identifies San Diego County as the county that will serve as the location of our business records and operations. The San Diego County Office of Education will establish the appropriate funds or accounts in the country treasury for the HTH Statewide Charter School.

18. Delineation of Site-based and Central Responsibilities Including Administrative Responsibilities

The HTH Statewide Benefit Charter School features a high level of coordination and cooperation between site-based staff and central staff in order to ensure that each site achieves the quality standards of High Tech High.

At the site level, sites maintain a mix of administrative and teaching personnel to perform site-based activities. The Director of each site maintains the authority to make adjustments to the default HTH site staffing model as necessary to meet local needs, but in general, each site shall have the following administrative staff:

- Director – responsible for overseeing all aspects of the site’s local operations including responsibility for ensuring that the site’s instructional program features full implementation of HTH Design Principles and delivers the measurable outcomes expected of HTH schools. The Director is responsible for hiring all site-based staff and, working in collaboration with HTH central staff, for preparing a budget for approval by the site’s local board.
- Dean of Students – works in close partnership with the Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents.
- College Advisor (only at high school level) – ensuring that all students in the site have the support needed to earn acceptance to and enroll in an institution of higher learning.
- Intern Coordinator (only at high school level) – working to implement the site’s academic internship program, including identifying intern program partners, matching students to specific internship opportunities and implementing established protocols designed to allow students to earn academic credit for work accomplished during internship experiences.
- IT Director – working closely with HTH central staff to ensure that HTH IT systems architecture is fully implemented at the site level, providing the site’s students, parents and staff full access to the array of IT services that support teaching, learning and site operations at HTH schools. The IT Director also ensures that the site’s webpage is maintained in a manner that supports the mission of the school
- Administrative Assistant – working closely with the site Director to ensure that administrative, clerical and front office functions are performed at the site level and working closely with the HTH central staff to make sure that

- timely information flows from the site to HTH regarding compliance matters and fiscal control.
- Custodian – ensuring that the site’s facility is maintained in a manner that supports teaching and learning.

HTH is keenly aware that our schools operate in a manner that is very different from most other public and private schools, and we understand that in order to ensure successful replication of HTH practices, we must staff new schools with directors and teachers who are intimately familiar with the operations of HTH schools. As such, HTH has an expectation that each new site will have at least three staff members on site who have worked in an existing HTH site. In most cases we can identify teacher and director candidates who are willing to move from existing schools to staff startup sites. In those instances when we cannot find such staff, we recruit local talent to receive extensive training in San Diego prior to the new site opening.

At the central level, HTH offers a comprehensive suite of back office and other services to the sites of the HTH Statewide Benefit Charter School. As a guiding principle, HTH central staff attempt to perform all of the bureaucratic and other compliance related activities that would otherwise distract site-based staff from their primary mission, which is to support student learning. Services include:

- Charter Development, Grant Generation and Initial Community Engagement
- Property/Facilities Acquisition and Financing
- Facilities Design, Renovation and Maintenance
- HR Support
- IT Services
- Curriculum Development Support
- Teacher Credentialing
- Professional Development for Principals and Teachers
- Program Monitoring, Compliance and Quality Assurance
- Special Education Services
- Fundraising
- General Counsel
- Administrative Services

HTH has developed a proven track record of being able to provide high quality administrative services to sites, as is demonstrated by HTH’s successful management of the sites which are already affiliates of HTH. Administrative functions performed include:

- Pupil Accounting – Prepare and submit P1, P2 and Final attendance reports to the CDE
- Budgeting and forecasting, including developing annual budgets for submission to chartering authorities as required by statute
- Accounting services including:
 - Maintain schools general ledgers per the State Standardized Account Code Structure
 - Provide monthly reconciliations of balance sheet items
 - Accounts Payable – process vendor invoices for payments and post accounting entries
 - Process employee reimbursements
- Fiscal reporting including
 - Provide to school monthly financial reports including balance sheet and actual vs. budget
 - Prepare SACS budget report including budget summary, ADA report cash flow report and break-out of revenue detail
 - Twice a year, prepare SACS Interim Financial Reports and submit to chartering authority
 - Prepare annually Unaudited Actuals Report
 - Prepare state and federal payroll tax filing reports quarterly and annually
- Payroll Processing
 - Maintain employee files and database
 - Process payroll for all school employees
 - Reconcile payroll checks to general ledger
 - Process federal and state tax payments as required by statute
 - Prepare W-2's and 1099's
- Purchasing
 - Perform all activities necessary to secure appropriate health and retirement benefits for employees including vendor selection, employee sign-up, informing staff about benefits options and acting as an intermediary between school and provider
 - Oversee all activities related to securing appropriate liability insurance including making application for bids, processing renewal applications and ensuring prudent levels of coverage
 - Oversee selection of food service vendors
 - Establish relationships with vendors to achieve bulk-purchase pricing benefits for textbooks, office supplies, janitorial supplies, etc.
- HR Compliance

- Monitor and review all Worker's Comp and Unemployment claims
- Maintain duplicate copies of employment records for school including documentation verifying eligibility for employment
- Perform new hire processing including reference and background check, eligibility for employment, medical clearance, fingerprinting
- Perform exit interview and complete exit paperwork for employees leaving the school

19. Financial Reporting

High Tech High will:

- Prepare and file with the CDE a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report for the full prior year on or before September 15 (Education Code section 47604.33).

20. Insurance

HTH sites, at their own expense and risk will secure and maintain appropriate workers compensation, as well as liability coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft. The SBE will be named as "other named insured." Supplementary coverage will cover the after-hours and weekend activities of HTH site programs.

At minimum, coverage will include:

- Workers' Compensation with limits of \$1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence with no self-insured retention.

HTH may also purchase coverage for the following:

- Directors and Officers for wrongful acts (including coverage for employment practices) of at least \$2,000,000 each claim with an

extended reporting period of not less than one year following termination of the charter.

- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of \$1,000,000 each incident if health care services such as medical, nursing, and/or counseling are provided to students.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of no less than \$10,000 per accident and a zero deductible.

21. Facilities and Transportation

All sites within the HTH Statewide Charter will incorporate the “look and feel” of the original schools at HTH Village in Point Loma. That look and feel will include both the functionality of the space as well as the aesthetic design elements that distinguish High Tech High. The sites shall be housed in buildings consisting of a size sufficient to serve the sites’ projected student enrollment.

HTH will seek fee-simple ownership of all buildings housing HTH Statewide Charter School sites but reserves the option of leasing facilities where appropriate. HTH will secure facilities on behalf of Statewide Charter School sites and will sublease those sites to schools at cost. Locations will be chosen that allow HTH sites to attract a student bodies that are representative of the surrounding socio-economic and cultural diversity. HTH shall attempt to locate sites within areas eligible for New Market Tax Credits but reserves the right to locate in other areas. HTH shall notify the CDE within 60 days of proposed commencement of instruction of each site.

Transportation

Except for those students who may be entitled to transportation under IDEA, transportation is a parental responsibility for students attending sites of the HTH Statewide Charter School.

22. Internal Dispute Resolution

Except those disputes between the SBE and HTH relating to provisions of this charter, all disputes involving sites within the HTH Statewide Charter School will be resolved by HTH according to HTH policies. Complaints to the SBE relating to the operation of the school and not to the terms of this charter or other issue regarding the School’s and the SBE’s relationship will be resolved as set forth below:

- HTH sites will adopt policies and processes for airing and resolving disputes.
- The SBE agrees to refer all complaints regarding operations of HTH Statewide Charter sites to HTH's chief executive officer for resolution in accordance with the site's adopted policies. In the event that the site's adopted policies and processes fail to resolve the dispute, the SBE agrees not to intervene in the dispute without the consent of HTH unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the SBE will have the ability to intervene in and respond to complaints about the operation of HTH as is required by law.

23. Liability of Authorizer

The HTH Charter School shall hold harmless, defend and indemnify the SBE, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of School, its officers, employees or agents. In cases of such liabilities, claims or demands, the HTH Statewide Charter School at its own expense and risk shall defend all legal proceedings which may be brought against the SBE, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

24. Charter Term

The petitioners request the State Board of Education approve a term of this charter that shall begin for a five-year period on July 1, 2007 and end June 30, 2012. The School justifies this five-year term based on the increased difficulty of securing staff and facilities financing with a shorter term and on the successful record of the School's educational design.

The SBE shall not allow the charter to expire, without renewal, through lack of timely consideration by the SBE if the School submits the charter for renewal at least nine months prior to expiration.

25. Charter Revisions

Material revisions to the charter must be approved by the SBE. However, any proposed revisions to the charter will be presented to the SBE for a

determination as to whether it is a material revision that must be approved by the SBE. The SBE will make its determination and, if required, the SBE will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to.

26. Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the SBE and HTH Statewide Benefit Charter School. The SBE and HTH Statewide Benefit Charter School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

27. Information Exchange

HTH agrees to permit the SBE and/or its designees to inspect and receive copies of all records relating to the operation of the HTH Statewide Charter School, including financial, personnel, and pupil records. HTH shall promptly comply with all reasonable written requests for information pertaining to the operations of the School and shall provide the SBE regular access to all sites operated under this Statewide Benefit Charter School.

28. Signatures

High Tech High will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for future sites to be opened under this Statewide Benefit Charter School.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a Statewide Benefit Charter School for High Tech High to be located in communities identified in this charter application is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, each of the sites of the HTH Statewide Charter School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools.
2. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations.
3. Will not charge tuition.
4. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process.
5. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability or on the basis of the characteristics listed in Section 220
6. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
7. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
8. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. Will at all times maintain all necessary and appropriate insurance coverage.
10. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

11. Will provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals.
12. Will notify the CDE within 60 days of proposed commencement of instruction of each site

_____ (Authorized Signature)
_____ (Date)

Petition for the Establishment of a Site of the HTH Statewide Benefit Charter School

We the undersigned teachers believe that the attached proposal for **HTH Environmental**, one of the sites to be opened under this HTH Statewide Benefit Charter School, merits favorable consideration and hereby petition the State Board of Education to grant approval of the site opening pursuant to the educational Code §11967.6 to enable the creation of the charter school. The petitioners listed below **certify that they are teachers who are meaningfully interested in teaching in the charter school.**

By the Lead Petitioner:

_____	_____	_____
Name	Signature	Date

The Teachers authorize the Lead Petitioner or the Lead Petitioner's representative to negotiate any amendments to the attached charter necessary to secure approval by State Board of Education's governing board.

By the Teachers:

_____	_____	_____
Name	Signature	Date

_____	_____	_____
Name	Signature	Date

_____	_____	_____
Name	Signature	Date

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Name

Signature

Date

Petition for the Establishment of a Site of the HTH Statewide Benefit Charter School

We the undersigned teachers believe that the attached proposal for **HTH Escondido**, one of the sites to be opened under this HTH Statewide Benefit Charter School, merits favorable consideration and hereby petition the State Board of Education to grant approval of the site opening pursuant to the educational Code §11967.6 to enable the creation of the charter school. The petitioners listed below **certify that they are teachers who are meaningfully interested in teaching in the charter school.**

By the Lead Petitioner:

Name

Signature

Date

The Teachers authorize the Lead Petitioner or the Lead Petitioner's representative to negotiate any amendments to the attached charter necessary to secure approval by State Board of Education's governing board.

By the Teachers:

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

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Name

Signature

Date

APPENDICES

- **List of sites to be operated under the HTH Statewide Benefit Charter School**
- **Demographics of Proposed Sites for HTH Statewide Benefit Charter School**
- **Locations, Background Information, Plan for Community Input**
- **HTH Board Members**

List of Potential Sites to be Operated under the HTH Statewide Charter

Village*	Location**	Proposed Schools
HTH Chula Vista	Chula Vista (San Diego County, Sweetwater Union HSD)	<ul style="list-style-type: none"> ▪ HTH Chula Vista *** ▪ HTM Chula Vista ▪ HTE Chula Vista ▪ HTH Cross Border ▪ HTM Cross Border ▪ HTE Cross Border
HTH North County	San Marcos (San Diego County, San Marcos Unified School District)	<ul style="list-style-type: none"> ▪ HTH North County *** ▪ HTM North County ▪ HTE North County ▪ HTH Design Build ▪ HTM Design Build ▪ HTE Design Build
HTH East County	East San Diego County (San Diego Unified School District)	<ul style="list-style-type: none"> ▪ HTH East County ▪ HTM East County ▪ HTE East County ▪ HTH East County II ▪ HTM East County II ▪ HTE East County II
HTH Downtown/Central	Central San Diego (San Diego County, San Diego Unified School District)	<ul style="list-style-type: none"> ▪ HTH Entrepreneur ▪ HTM Entrepreneur ▪ HTE Entrepreneur ▪ HTH Quarry Falls ▪ HTM Quarry Falls ▪ HTE Quarry Falls
HTH Inland Empire	San Bernadino or Riverside County (any district within either county)	<ul style="list-style-type: none"> ▪ HTH Inland Empire ▪ HTM Inland Empire ▪ HTE Inland Empire ▪ HTH Inland Empire II ▪ HTM Inland Empire II ▪ HTE Inland Empire II
HTH Orange County	Orange County (any district within the county)	<ul style="list-style-type: none"> ▪ HTH Orange County ▪ HTM Orange County ▪ HTE Orange County ▪ HTH Orange County II ▪ HTM Orange County II ▪ HTE Orange County II

HTH San Mateo County	San Mateo County (any district within the county)	<ul style="list-style-type: none"> ▪ HTH San Mateo ▪ HTM San Mateo ▪ HTE San Mateo ▪ HTH San Mateo II ▪ HTM San Mateo II ▪ HTE San Mateo II
HTH Santa Clara County	Santa Clara County (any district within the county)	<ul style="list-style-type: none"> ▪ HTH Santa Clara ▪ HTM Santa Clara ▪ HTE Santa Clara ▪ HTH Santa Clara II ▪ HTM Santa Clara II ▪ HTE Santa Clara II

* HTH reserves the right to adjust the name and thematic focus of affiliate sites based upon input from local communities.

**HTH will open sites within identified districts or counties but reserves the right to open sites in districts or counties adjacent to those identified if conditions require or permit.

*** Already operational sites

Demographics of Locations for HTH Statewide Charter Sites

	San Diego County	San Diego Unified	Sweetwater Union HSD	San Marcos Unified	San Mateo County	Santa Clara County	Orange County	Riverside County	Riverside Unified	San Bernardino County
American Indian	0.8	0.6	0.5	0.6	0.3	0.6	0.5	0.7	0.5	0.6
Asian	8.1	8.7	2	4.4	11.3	23.4	13.4	2.5	3.4	2.9
Pacific Islander	0.6	1	0.8	0.7	3	0.7	0.6	0.4	0.5	0.5
Filipino	2.6	6.6	9	3.1	9.6	5.1	1.7	2	1.1	1.4
Hispanic	48.1	43.8	71.6	47.5	33.1	34.8	44.1	54.9	52.2	55.3
African American	7.6	13.7	4.7	3.2	4.4	3.5	1.8	7.4	9.2	10.6
White	29.4	25.5	11.2	39.9	36	30.1	34.9	29.3	32.8	25.2
Multiple/No Response	2.7	0.2	0.1	0.7	2.2	1.8	3.1	2.7	0.3	3.4
% Free/Reduced Lunch	44.1	61.7	43.4	37.6	29.6	32.2	38	53.4	53.2	54.6
% ELL	24.3	28.4	25.6	25.9	23.4	25.2	28.1	24.7	18.5	21.9
% Grads with A-G	38.4	38.3	37.4	42.5	43.6	44.9	43.4	28.6	41.5	24.2

VILLAGE DESCRIPTIONS

(Note: For each site presented below, please see additional information about site names and locations and provided above in the table: "List of Sites to be Operated under the HTH Statewide Charter.")

HTH CHULA VISTA

Location

Chula Vista, California, located within San Diego County and within the Sweetwater Union High School District.

Sites and Timeline

Ultimately, HTH Village at Chula Vista may consist of the following six sites:

- HTH Chula Vista
- HTM Chula Vista
- HTE Chula Vista
- HTH Cross Border
- HTM Cross Border
- HTE Cross Border

HTH Chula Vista opened in September 2007 serving approximately 150 students in grade 9 and 10. The site will grow to a full enrollment of approximately 530 students over the next three years. HTM Chula Vista and HTE Chula Vista may open as early as September of 2009. The other three sites could open as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTH has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Of particular interest to HTH has been the possibility of opening sites within the South Bay area, where the sites would have close proximity to a high percentage EL students and students coming from demographic groups that have been historically underrepresented in math, science and technology fields.

In January of 2007, the City Council of Chula Vista approved offering a cost-free lease on up to 16 acres of land to allow for the development of a village of HTH sites. City leaders expressed an interest in supporting HTH's effort to create schools focusing on environmental and cross-border issues. Like other High Tech High villages, HTH Chula Vista will draw upon the diversity of San Diego

County, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

HTH has already begun the process of engaging the Chula Vista community by attending meetings in the area and creating opportunities for local representatives to learn more about HTH at our flagship village in Point Loma. Discussions to date have centered on how HTH may develop thematic focuses for the sites which will enable it to engage the high percentage of EL students who are likely to attend the school.

Per state guidelines, for each new site to be opened within the village, High Tech High will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH Chula Vista Village may be developed on cost-free land leased to HTH for 50 years by the City of Chula Vista (renewable to 100 years). HTH has received the philanthropic commitments necessary to commence development of facilities for HTM Chula Vista and HTE Chula Vista. An application for Proposition 1D funding has been submitted to the Office of Public School Construction on behalf of HTH Cross Border, which would be the second high school to be located at the village.

HTH NORTH COUNTY

Location

San Marcos, California, located within San Diego County and within the San Marcos Unified School District.

Sites and Timeline

Ultimately, HTH Village at North County may consist of the following six sites:

- HTH North County
- HTM North County
- HTE North County
- HTH Design Build
- HTM Design Build
- HTE Design Build

HTH North County opened in September 2007 serving approximately 150 students in grade 9 and 10. The site will grow to a full enrollment of approximately 530 students over the next three years. HTM North County may open as early as September of 2009. The other three sites could open as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTH has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Of particular interest to HTH has been the possibility of opening sites within the North County area, where the sites would have close proximity to a growing percentage of Latino students.

In May, High Tech High took ownership of a 5.2 acre parcel in San Marcos. The parcel is large enough to house a high school and a middle school. The parcel is adjacent to other property that is suitable for expansion of the village.

Like other High Tech High villages, HTH North County will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

High Tech High North County has benefited from ample local support. The City of San Marcos has been very cooperative in supporting the development of the facility. The village has also been supported by a large group of parent volunteers who have been working for years to bring High Tech High to the North County.

HTH North County has also developed a formal partnership with the San Diego Wild Animal Park, which will augment the site's thematic focus around endangered species and life sciences.

Per state guidelines, for each new site to be opened within the village, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

High Tech High has secured ownership of a 5.2 acre parcel in San Marcos large enough to support the development of a high school and middle school. The parcel is identified by the federal government to be located in a low income community. This makes the parcel eligible for the use of New Markets Tax Credits. High Tech High North County is being financed using NMTCs secured by an entity that was supported by HTH. HTH anticipates being able to use NMTCs to secure financing for the first middle school site, and potentially for other future sites within the HTH North County Village.

HTH EAST COUNTY

Location

San Diego, California, located within San Diego County and within the San Diego Unified School District.

Sites and Timeline

Ultimately, HTH Village at East County may consist of the following six sites:

- HTH East County
- HTM East County
- HTE East County
- HTH East County II
- HTM East County II
- HTE East County II

HTH may initiate development of the East County village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTH has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Over two years ago, HTH was approached regarding the possibility of opening a school in East San Diego County. After many months of planning, the proposed location for the site was determined unexpectedly to not be available and plans for the East County site had to be tabled. While HTH has not yet found a suitable alternative site for the East San Diego site, our organization stays committed to our local supporters and intends to open an East San Diego site as part of this HTH Statewide Benefit Charter School.

Like other High Tech High villages, HTH East County will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

HTH has engaged in extensive community engagement in the East San Diego County region. During that engagement, the site developed a preliminary focus on media arts. In the near future we plan to resume hosting community events at schools and various civic organizations to gather community input. We will also assist in the development of "Friends of HTH East San Diego County," an advisory group to assist in planning for the new school.

Per state guidelines, for each new site to be opened within the village, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH is in the early stages of identifying a suitable facility for HTH East San Diego County. It is a priority to find a site eligible for New Markets Tax Credits.

HTH DOWNTOWN/Central SAN DIEGO

Location

San Diego, California, located within San Diego County and within the San Diego Unified School District.

Sites and Timeline

Ultimately, HTH Village at Downtown San Diego may consist of the following six sites:

- HTH Entrepreneur
- HTM Entrepreneur
- HTE Entrepreneur
- HTH Quarry Falls
- HTM Quarry Falls
- HTE Quarry Falls

HTH may initiate development of the East County village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As demand for High Tech High schools in San Diego continues to outpace the number of slots available for students, we have sought to add new schools in the San Diego area. HTH has long had a group of supporters who have encouraged HTH to establish a school that would have a focus on finance and entrepreneurship. These supporters have met with HTH on several occasions and are working within the business community to develop additional support for the establishment of HTH Entrepreneur, a site most likely to be located within Downtown San Diego where the site's students would enjoy close proximity to San Diego's financial center. Future plans tentatively focus on develop additional sites with a focus on civic engagement.

Like other High Tech High villages, HTH Downtown San Diego will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

High Tech High will engage in extensive community engagement in the San Diego region hosting events at schools and various civic organizations. HTH will also assist in the development of an advisory panel, which will assist in planning for the new site.

Per state guidelines, for each new site to be opened within the village, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH is working with our local partners to determine the optimal location for HTH Downtown San Diego. One option currently being considered is attempting to locate the site in close proximity to San Diego's financial center in downtown San Diego. A limited number of parcels within downtown San Diego are eligible for New Markets Tax Credits, but high real estate costs in Downtown may require that the school either lease facilities or locate outside of Downtown. If an affordable facility is secured in downtown San Diego for HTH Finance, HTH is confident good public transportation options will enable the site to serve a diverse student body.

HTH INLAND EMPIRE

Location

Within any school district in either San Bernadino or Riverside Counties or any counties adjacent to San Bernadino or Riverside Counties.

Sites and Timeline

Ultimately, HTH Village of the Inland Empire may consist of the following six sites:

- HTH Inland Empire
- HTM Inland Empire
- HTE Inland Empire
- HTH Inland Empire II
- HTM Inland Empire II
- HTE Inland Empire II

HTH may initiate development of the Inland Empire village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As the reputation of High Tech High schools continues to strengthen, HTH finds that many school developers and local leaders in different areas of the state are requesting that HTH open schools in their communities. A high number of requests for HTH services have come from various stakeholder groups within the Imperial Valley. In addition, HTH believes that it may secure the philanthropic support necessary to open sites within either Riverside or San Bernadino Counties.

Like other High Tech High villages, HTH Imperial Valley will draw upon the diversity of the greater region, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

HTH will engage in extensive community engagement in Imperial Valley regarding the development of the village. Events will include hosting events at schools and various civic organizations in the area and creating opportunities for local representatives to learn more about our programs by visiting our schools in San Diego. HTH will also assist in the development of an advisory panel, which will assist in planning for the new site.

Per state guidelines, for each new school opened within the village, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and

- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH will work with the advisory panel to identify a suitable location for the HTH Village of Imperial Valley. Given the preponderance of low income areas in the region, HTH is optimistic that it will ultimately be able to locate the site in an area eligible for New Markets Tax Credits.

HTH ORANGE COUNTY

Location

Within any school district in Orange County or any county adjacent to Orange County.

Sites and Timeline

Ultimately, HTH Village of Orange County may consist of the following six sites:

- HTH Orange County
- HTM Orange County
- HTE Orange County
- HTH Orange County II
- HTM Orange County II
- HTE Orange County II

HTH may initiate development of the Orange County village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

Village Background

As the reputation of High Tech High schools continues to strengthen, HTH finds that many school developers and local leaders in different areas of the state are requesting that HTH open schools in their communities. A high number of requests for HTH services have come from various stakeholder groups within Orange County. In addition, HTH believes that it may secure the philanthropic support necessary to open sites within Orange County.

Like other High Tech High villages, HTH Orange County will draw upon the diversity of the greater region, including economically disadvantaged students, while maintaining high performance standards for all students.

Plan for Community Input and Notification

HTH will engage in extensive community engagement in Orange County regarding the development of the village. Events will include hosting events at schools and various civic organizations in the area and creating opportunities for local representatives to learn more about our programs by visiting our schools in San Diego. HTH will also assist in the development of an advisory panel, which will assist in planning for the new site.

Per state guidelines, for each new school opened within the village, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and

- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

For each new site to be opened at the village, HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH will work with the advisory panel to identify a suitable location for the HTH Village of Orange County. Priority will be given to locations that will ensure that HTH may serve a diverse group of learners, including low income students.

HIGH TECH HIGH SAN MATEO

Location

Within in school district in San Mateo County or county adjacent to San Mateo County.

Timeline

Ultimately, HTH Village of San Mateo County may consist of the following six sites:

- HTH San Mateo County
- HTM San Mateo County
- HTE San Mateo County
- HTH San Mateo County II
- HTM San Mateo County II
- HTE San Mateo County II

HTH may initiate development of the San Mateo County village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

School Background

As the reputation of High Tech High schools continues to strengthen, HTH finds that many school developers and local leaders in different areas of the state are requesting that HTH open schools in their communities. A high number of requests for HTH services have come from various stakeholder groups within San Mateo County.

Like other High Tech High sites, HTH San Mateo will draw upon the diversity of the surrounding county, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification

HTH has engaged in extensive community engagement in the San Mateo County region, hosting events at schools and various civic organizations and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Other discussions have focused on where best to locate the school so that the school may best serve a student body that is representative of the diversity of San Mateo County. HTH will also assist in the development of a "Friends of HTH San Mateo" advisory panel, which will assist in planning for the new site.

In addition, many CEO-level business leaders from Silicon Valley and the greater Bay Area have shared their ideas for how the local business community may catalyze the development of innovative high schools that graduate students better prepared to meet the needs of employers in California's technology-driven economy. It is expected that a continuation of this discussion will center on generating input about what may be an appropriate thematic focus and specific geographic location with the county for the site.

As HTH's plans for HTH San Mateo mature, HTH will begin hosting community events at schools and various civic organizations. HTH will also assist in the development of a "Friends of HTH San Mateo" advisory group to assist in planning for the new school.

Per state guidelines, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH is working with our local partners to determine the optimal location for HTH San Mateo. HTH will attempt to locate the site within an area eligible for New Markets Tax Credits.

HIGH TECH HIGH SANTA CLARA COUNTY

Location

Within any District in Santa Clara County or county adjacent to Santa Clara County.

Timeline

Ultimately, HTH Village of San Mateo County may consist of the following six sites:

- HTH Santa Clara County
- HTM Santa Clara County
- HTE Santa Clara County
- HTH Santa Clara County II
- HTM Santa Clara County II
- HTE Santa Clara County II

HTH may initiate development of the Santa Clara County village as early as 2010. HTH reserves the right to adjust the timing for site openings as local conditions require.

School Background

As the reputation of High Tech High schools continues to strengthen, HTH finds that many school developers and local leaders in different areas of the state are requesting that HTH open schools in their communities. A high number of requests for HTH services have come from various stakeholder groups within Santa Clara County.

Like other High Tech High sites, HTH Santa Clara County will draw upon the diversity of the greater region, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification

HTH will engage in extensive community engagement in Santa Clara County regarding the development of HTH Santa Clara County. Events will include hosting events at schools and various civic organizations in the area and creating opportunities for local representatives to learn more about our programs by visiting our operating schools. HTH will also assist in the development of a "Friends of HTH Santa Clara" advisory panel, which will assist in planning for the new site.

Per state guidelines, HTH will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTH will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTH will work with the "Friends of HTH Santa Clara" to identify a suitable location for HTH Santa Clara. HTH is optimistic that it will ultimately be able to locate the site in an area eligible for New Markets Tax Credits.

High Tech High (HTH) Board Members

Kay Davis – Founder of HTH and Former Trustee, SD Unified School District

Gary Jacobs- Founder of HTH and CEO- Jacobs Investment Company, LLC

Rod Dammeyer – President of CAC, llc and former Managing Director of Equity Group Corporate Investments.

Mike McCraw – President/CEO Sempra Energy

Julie Umansky – Regional General Manager, California Charter School Association

Sample HTH Elementary School P&L

**Sample HTH Elementary School
Summary By Year**

	<u>HTECV</u>	<u>HTECV</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
REVENUES										
Principal Apportionment - ADA	-	-	1,701,040	2,277,693	2,887,413	2,974,036	3,063,257	3,155,155	3,249,809	19,308,403
Other Federal Revenues	-	-	37,765	53,938	72,650	79,232	86,142	93,396	96,198	519,322
Grant from HTH Learning	-	-	-	-	-	-	-	-	-	-
Local Fundraising	-	-	40,282	41,491	42,735	44,018	45,338	46,698	48,099	308,662
Other Fundraising	650,000	200,000	600,000	250,000	-	-	-	-	-	850,000
TOTAL REVENUES	650,000	200,000	2,379,087	2,623,121	3,002,799	3,097,285	3,194,737	3,295,249	3,394,107	20,986,386
EXPENSES										
Staffing										
Salaries	866,319	1,093,022	886,565	1,139,381	1,377,395	1,418,717	1,461,279	1,505,117	1,550,271	9,338,726
Employee benefits	207,916	262,325	212,776	273,452	330,575	340,492	350,707	361,228	372,065	2,241,294
Total Staffing Cost	1,074,235	1,355,348	1,099,341	1,412,833	1,707,970	1,759,209	1,811,986	1,866,345	1,922,336	11,580,020
Facilities										
Rents & Leases	469,090	469,090	469,090	469,090	469,090	469,090	469,090	469,090	469,090	3,283,627
CAM/Grounds maintenance	28,093	28,935	33,745	34,757	35,800	36,874	37,980	39,119	40,293	258,567
Insurance	25,553	26,319	27,109	27,922	27,922	27,922	27,922	27,922	27,922	194,642
Facilities Maintenance/Custodial	-	-	73,012	97,763	123,933	127,651	131,480	135,425	139,488	828,751
Utilities	49,509	78,786	81,149	83,584	86,091	88,674	91,334	94,074	96,896	621,803
Total Facilities Cost	572,243	603,130	684,104	713,115	742,836	750,210	757,806	765,630	773,689	5,187,390

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
Administrative Costs										-
Instructional Materials	-	-	60,027	80,376	101,892	104,949	108,098	111,341	114,681	681,364
Base Administrative	-	-	85,753	114,823	145,561	149,927	154,425	159,058	163,830	973,378
Travel and Conferences	-	-	-	-	-	-	-	-	-	-
IT & Furniture Replacement	-	-	276,480	7,488	9,216	9,216	9,216	9,216	9,216	330,048
Data Services	-	-	12,966	17,361	22,009	22,669	23,349	24,050	24,771	147,175
CMO Management Fees	-	-	69,552	116,582	177,604	213,729	220,458	227,399	234,221	1,259,543
Oversight	-	-	17,388	23,316	29,601	30,533	31,494	32,486	33,460	198,277
Contingency	-	-	17,388	23,316	29,601	30,533	31,494	32,486	33,460	198,277
Total Administrative Costs	-	-	539,554	383,263	515,483	561,556	578,534	596,034	613,638	3,788,063
TOTAL EXPENSES	1,646,478	1,958,477	2,322,999	2,509,211	2,966,289	3,070,976	3,148,326	3,228,009	3,309,663	20,555,472
TOTAL CASH FLOW	(996,478)	(1,758,477)	56,088	113,910	36,510	26,309	46,411	67,240	84,444	430,914
Covenants Test										
Liquidity Reserve Requirement	-	-	69,552	116,582	177,604	213,729	220,458	227,399	234,221	234,221
Cumulative Surplus	(996,478)	(2,754,956)	56,088	169,998	206,509	232,818	279,230	346,470	430,914	430,914
General Assumptions										
Number of students enrolled	-	-	240	312	384	384	384	384	384	384
Attendance Rate	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Number of students - net	-	-	230	300	369	369	369	369	369	369
F/R Rate	40%	40%	30%	32%	34%	36%	38%	40%	40%	40%
ADA growth rate	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
ADA	6,959	7,168	7,383	7,604	7,833	8,068	8,310	8,559	8,816	
Federal Revenue Per F/R	530	530	546	563	580	597	615	633	652	
Annual Campaign Per ADA	165	170	175	180	185	191	197	203	209	
Salaries growth rate	3%	3%	3%	3%	3%	3%	3%	3%	3%	
Benefits (% of Salary)	24%	24%	24%	24%	24%	24%	24%	24%	24%	
Facilities Cost - Rent/CAM/Ins. (% of PR)	18.0%	18.0%	-4.0%	12.1%	18.0%	17.5%	17.0%	16.5%	16.1%	
Facility Maintenance Per ADA	299	308	317	326	336	346	357	367	378	
Instructional Materials Per ADA	253	253	261	268	276	285	293	302	311	
Base Admin Per ADA	361	361	372	383	395	407	419	431	444	
Travel and Conferences	-	-	-	-	-	-	-	-	-	
IT and Furniture Replacement Per ADA	1,200	25	1,200	25	25	25	25	25	25	
Data Services Per ADA	55	55	56	58	60	61	63	65	67	
CMO management fee %	5%	6%	4%	5%	6%	7%	7%	7%	7%	
Oversight	1%	1%	1%	1%	1%	1%	1%	1%	1%	
Contingency %	1%	1%	1%	1%	1%	1%	1%	1%	1%	
Other Expense growth rate	3%	3%	3%	3%	3%	3%	3%	3%	3%	
Performance Metrics										
Rent + CMO as % of PR	7.0%	#DIV/0!	-0.0%	17.1%	24.0%	24.5%	24.0%	23.5%	23.1%	
Salary+Benefits Per Pupil	6,173	#DIV/0!	4,771	4,717	4,633	4,772	4,915	5,063	5,215	
Direct Classroom Expenditure % of PR	89.6%	#DIV/0!	82.6%	64.4%	61.5%	61.4%	61.3%	61.2%	61.2%	

Salary Assumptions

Admin

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
Director	90,000	92,700	95,481	98,345	101,296					
Socio Emotional Coordinator	60,000	61,800	63,654	65,564	67,531					
Executive Assistant	48,000	49,440	50,923	52,451	54,024					
Librarian (1/2)		-	-	-	-					
IT Manager (PT)	10,000	10,300	10,609	10,927	11,255					
TOTAL ADMIN	208,000	214,240	220,667	227,287	234,106					
Teachers		-	-	-	-					
Core Teachers K-3 (12)	622,386	622,386	622,386	641,057	660,289					
Core Teachers Grade 4 (3)		160,264		170,024	175,125					
Core Teachers Grade 5 (3)		-			175,125					
Science Teacher (1/2)					29,188					
Art Teacher (1/2)	25,933	26,711	27,512	28,337	29,188					
PE Teacher	-	53,421		56,675	58,375					
TOTAL TEACHERS	648,319	862,782	649,898	896,094	1,127,290					
Supplemental										
Other Stipends	10,000	10,000	10,000	10,000	10,000					
CTC Allowance		6,000	6,000	6,000	6,000					
TOTAL SUPPLEMENTAL	10,000	16,000	16,000	16,000	16,000					
GRAND TOTAL	866,319	1,093,022	886,565	1,139,381	1,377,395					
Salary Growth		3%	3%	3%	3%					
Average Teacher Assumption	51,865	53,421	55,024	56,675	58,375					

HTH Sample Middle School
P&L

**HTH Sample Middle School
Summary by Year**

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
REVENUES											
Principal Apportionment - ADA	1,965,777	2,024,750	2,085,493	2,148,057	2,234,272	2,301,300	2,370,339	2,441,449	2,514,693	2,590,134	15,129,988
Other Federal Revenues	34,214	38,445	42,898	47,583	52,512	57,693	63,138	68,857	74,863	81,167	336,482
Grant from HTH Learning											-
Local Fundraising	49,766	51,259	52,797	54,381	56,013	57,693	59,424	61,206	63,043	64,934	381,333
Other Fundraising	932,500	-	-	-	-	-	-	-	-	-	932,500
TOTAL REVENUES	2,982,258	2,114,454	2,181,187	2,250,022	2,342,796	2,416,686	2,492,900	2,571,513	2,652,598	2,736,235	16,780,304
EXPENSES											
Staffing											
Salaries	971,411	1,000,553	1,030,570	1,061,487	1,093,331	1,126,131	1,159,915	1,194,713	1,230,554	1,267,471	7,443,399
Employee benefits	233,139	240,133	247,337	254,757	262,400	270,272	278,380	286,731	295,333	304,193	1,786,416
Total Staffing Cost	1,204,549	1,240,686	1,277,907	1,316,244	1,355,731	1,396,403	1,438,295	1,481,444	1,525,887	1,571,664	9,229,815
Facilities											
Rents & Leases	338,303	338,303	338,303	338,303	338,303	338,303	338,303	338,303	338,303	338,303	2,368,121
CAM/Grounds maintenance	27,274	28,093	28,935	29,803	30,697	31,618	32,567	33,544	34,550	35,587	208,988
Insurance	24,809	25,553	26,319	27,109	27,922	28,760	29,623	30,511	31,427	32,370	190,094
Facilities Maintenance/Custodial	92,908	95,695	98,566	101,523	104,568	107,705	110,937	114,265	117,693	121,223	711,901
Utilities	74,263	76,491	78,786	81,149	83,584	86,091	88,674	91,334	94,074	96,896	569,037

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
Total Facilities Cost	557,557	564,134	570,909	577,887	585,075	592,478	600,103	607,957	616,047	624,379	4,048,143
Administrative Costs											
Instructional Materials	24,028	24,749	25,491	26,256	27,044	27,855	28,690	29,551	30,438	31,351	184,112
Base Administrative	60,871	62,697	64,578	66,515	68,510	70,566	72,683	74,863	77,109	79,422	466,418
Travel and Conferences	3,110	3,110	3,110	3,110	3,110	3,110	3,110	3,110	3,110	3,110	21,773
IT & Furniture Replacement	855,360	15,552	15,552	93,312	93,312	93,312	93,312	93,312	93,312	93,312	1,259,712
Data Services	22,106	22,769	23,452	24,155	24,880	25,626	26,395	27,187	28,003	28,843	169,383
CMO Management Fees	100,000	103,160	106,420	109,782	114,339	117,950	121,674	125,515	129,478	133,565	773,324
Oversight	20,000	20,632	21,284	21,956	22,868	23,590	24,335	25,103	25,896	26,713	154,665
Contingency	40,000	41,264	42,568	43,913	45,736	47,180	48,670	50,206	51,791	53,426	309,329
Total Administrative Costs	1,125,474	293,932	302,454	389,000	399,799	409,189	418,869	428,848	439,136	449,742	3,338,716
TOTAL EXPENSES	2,887,580	2,098,752	2,151,270	2,283,131	2,340,605	2,398,070	2,457,267	2,518,249	2,581,070	2,645,785	16,616,674
TOTAL CASH FLOW	94,678	15,702	29,918	(33,109)	2,191	18,616	35,633	53,263	71,528	90,449	163,630
Covenants Test											
Liquidity Reserve Requirement	80,000	103,160	127,703	153,695	160,075	165,130	170,343	175,721	181,269	186,991	170,343
Cumulative Surplus	94,678	110,380	140,298	107,189	109,380	127,996	163,630	216,893	288,421	378,871	163,630
General Assumptions											
Number of students enrolled	324	324	324	324	324	324	324	324	324	324	
Attendance Rate	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	
Number of students - net	311	311	311	311	311	311	311	311	311	311	
F/R Rate	22%	24%	26%	28%	30%	32%	34%	36%	38%	40%	

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Total</u>
ADA growth rate	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
ADA	6,320	6,510	6,705	6,906	7,183	7,399	7,621	7,849	8,085	8,327	
Federal Revenue Per F/R	500	515	530	546	563	580	597	615	633	652	
Annual Campaign Per ADA	160	165	170	175	180	185	191	197	203	209	
Salaries growth rate	0%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Benefits (% of Salary)	24%	24%	24%	24%	24%	24%	24%	24%	24%	24%	24%
Facilities Cost - Rent/CAM/Ins. (% of PR)	-27.1%	19.0%	18.5%	18.0%	17.4%	16.9%	16.5%	16.0%	15.6%	15.2%	
Facility Maintenance Per ADA	299	308	317	326	336	346	357	367	378	390	
Instructional Materials Per ADA	77	80	82	84	87	90	92	95	98	101	
Base Admin Per ADA	196	202	208	214	220	227	234	241	248	255	
Travel and Conferences	10	10	10	10	10	10	10	10	10	10	
IT and Furniture Replacement Per ADA	2,750	50	50	300	300	300	300	300	300	300	
Data Services Per ADA	71	73	75	78	80	82	85	87	90	93	
CMO management fee %	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Oversight	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Contingency %	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Other Expense growth rate	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Performance Metrics											
Rent + CMO as % of PR	-22.1%	24.0%	23.5%	23.0%	22.4%	21.9%	21.5%	21.0%	20.6%	20.2%	
Salary+Benefits Per Pupil	3,873	3,989	4,108	4,232	4,359	4,489	4,624	4,763	4,906	5,053	
Direct Classroom Expenditure % of PR	104.2%	62.1%	62.0%	65.4%	64.5%	64.3%	64.1%	63.9%	63.7%	63.5%	

Recommended Conditions of Operation for Statewide Benefit Charter Schools to be Incorporated in a Memorandum of Understanding

1. **Insurance Coverage**-not later than **date to be determined (TBD)**, (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.
2. **Oversight Agreement**-not later than **TBD**, either: (a) accept an agreement with the State Board of Education (SBE), administered through the California Department of Education (CDE), to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code (EC)* Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.
3. **SELPA Membership**-not later than **TBD**, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than **TBD**, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff, after a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school.
4. **Educational Program**-not later than **TBD**, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than **TBD**, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, and identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

5. **Student Attendance Accounting**-not later than **TBD**, submit for approval the specific means to be used for student attendance accounting and reporting that will support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.
6. **Facilities Agreement**-not later than **TBD**, present a written agreement (a lease or similar document) indicating the school's right to use the principal school site and any ancillary facilities identified by the petitioners for at least the first year of the school's operation and evidence that the facility will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
7. **Zoning and Occupancy**-not less than **30 days** prior to the school's opening, present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.
8. **Final Charter**-not later than **TBD**, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.
9. **Legal Issues**-in the final charter presented pursuant to condition (8), resolve any provisions related to legal issues that may be identified by the SBE's Chief Counsel.
10. **Processing of Employment Contributions**-prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).
11. **Operational Date**-if any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met.

If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.