

High Tech High

**A PROPOSAL AND PETITION TO RENEW
THE STATEWIDE BENEFIT CHARTER SCHOOL FOR HIGH TECH HIGH**

Original Petition Approved: January 12, 2006

Petition Amended: April 24, 2008

Renewal Petition Submitted: December 1, 2011

For Presentation to the

State Board of Education

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INTRODUCTION TO HIGH TECH HIGH STATEWIDE BENEFIT CHARTER PETITION FOR RENEWAL

Launched by a coalition of San Diego civic leaders and educators in September 2000, High Tech High began as a small public charter school serving 530 students. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education. The schools aim to combat the twin issues of student disengagement and low academic achievement by creating personalized, project-based learning environments where students are known well and are challenged to meet high expectations.

At HTH, 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 ten years, HTH students have completed over 2000 academic internships in 300 non-profit and for profit organizations.

The mission of all HTH 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 post secondary success and productive citizenship. The primary goals of HTH 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.
- 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.
- To improve public education in California by training and preparing educators to teach in and lead innovative small public schools.

HISTORY OF THE HTH STATEWIDE BENEFIT CHARTER

On January 12, 2006, the State Board of Education (SBE) granted HTH the first Statewide benefit charter (HTH SBC) under the California Charter Schools Act of 1992 (Charter Schools Act). To date, HTH has opened five schools under the HTH SBC.¹ In August 2007, HTH opened its first two statewide benefit charter sites, HTH North County and HTH Chula Vista. Based on the performance of its two initial statewide benefit charter schools and to provide access to students on the full K-12 continuum, the charter was amended in 2008 to include K-8 school sites. With this approval, HTH opened High Tech Middle North County in August 2009 on the property adjacent to HTH North County. Moreover, in September 2011, HTH opened High Tech Elementary Chula Vista and High Tech Middle Chula Vista on the property adjacent to HTH Chula Vista. In total, between the locally authorized schools and those opened under the HTH SBC, HTH serves over 4,600 public school students across 11 schools. In addition, HTH operates the High Tech High Graduate School of Education offering Master's degrees in Education and the High Tech High Teacher Credential Program (a California Commission approved District Intern program and Induction Program).

HTH has been delivering statewide benefits as articulated in its initial petition for a statewide benefit charter since the time the SBE granted the HTH SBC.

Statewide Benefit No. 1:

Providing model public school facilities that are integral to the success of HTH's programs and recognized for their environmental quality and cost-effective construction.

As a result of having a SBC, HTH has been able to finance and develop model public school facilities and learning environments that uniquely complement project-based learning and academically rigorous career technical education, and that serve as inspiration for future school design.

In its original statewide benefit charter petition, HTH noted that its facilities development would provide a statewide benefit:

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.

¹ Since the granting of the HTH SBC, HTH has opened schools under its Statewide Benefit Charter exclusively. In addition to the five schools operated under the HTH SBC, there are another 5 schools operated by High Tech High and one school operated by a High Tech High affiliate that were locally authorized prior to the granting of the HTH SBC.

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 \$9 million in each new high school facility. Because HTH seeks to locate sites in areas eligible for New Markets Tax Credits (NMTCs), HTH estimates that under this Statewide Charter School approximately \$90 million in modern school facilities will be located in communities identified by the federal government to be low-income areas.*
- *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.*

During the initial term of HTH's statewide benefit charter, three facilities were designed and built to house four SBC schools; a fourth facility will break ground in December 2011. Each of these facilities has been designed to reflect the HTH particular pedagogical approach as well as to meet the highest environmental standards. Currently, all HTH SBC schools have earned or are pending certification for LEED Gold or Platinum, as well as CHPS Verification and EPA Energy Stars. The HTH SBC schools are the only ones in the State of California to have earned these combinations of credentials.

Currently, all HTH SBC schools have earned or are pending certification for LEED Gold or Platinum, as well as CHPS Verification and EPA Energy Stars. The HTH SBC schools are the only ones in the State of California to have earned these combinations of credentials. Countless visitors from around the globe have come to HTH since 2009 for the purpose of studying these facilities as models for their own schools. These visitors have come from throughout California, across the U.S. and from foreign countries. Visitors uniformly express keen interest in how HTH has been able to deliver so much for such a relatively small investment.

HTH's ability to deliver the statewide benefits of modeling innovative public school design that is well integrated to all aspects of the instructional program has been made possible by the statewide benefit charter. Indeed, the statewide benefit charter has permitted HTH to deliver on this statewide benefit in a manner that would not have been readily accessible through locally authorized charters.

More specifically, the statewide benefit charter has been instrumental in achieving this record of success for these reasons:

- Investors look to institutional capacity. Even though the financing we seek may be for a particular project, investors and rating agencies are interested in the entire institution's financial strength and stability. Being accountable to a single authorizer for this group of schools rather than three or more different authorizers has impressed investors who might otherwise shy away from charter school projects not knowing whether one or more authorizers could become unfriendly to the charter's presence and potentially cause not only one loan to be threatened, but all loans as they contain cross-default provisions.
- Having an authorized charter in place that allows for additional schools permits HTH to act quickly when unique financing opportunities come along.
- Investors are looking for a record of success. The steady growth of HTH's statewide benefit charter is evidence of our commitment to responsible growth.
- Certain financing, such as the Qualified School Construction Bonds used to finance our newest projects would not have been available to HTH without its statewide benefit charter in place (charter school allocations were conditioned upon three years of operating history – a new stand alone charter operated by HTH would have been denied access).

Traditional, local authorizing timelines do not facilitate the action necessary to seize upon time-sensitive opportunities essential to cost-effective facility development. In spite of dramatic reductions to per student funding that have occurred since 2008, HTH has been able to expand its capacity by acting quickly when opportunities arise. That ability to spontaneously mobilize has come as a direct result of having prior authorization to open additional schools through the statewide benefit charter. Under traditional authorization timelines, such opportunities would have at best been delayed by at least one complete school year, and at worst, lost altogether.

Moreover, developing added facility capacity entails significant upfront costs and risks to be incurred that precede actual loan funding by months. Having its statewide benefit charter already in place and pre-authorization for additional sites has allowed HTH to commit necessary resources when financing and/or property opportunities are present. Under traditional, local authorization pathways, it would be irresponsible to make such substantial commitments without first going through a potentially lengthy process to be awarded a new charter for each new school.

Although financing and development activities are extremely challenging in today's economy, HTH continues to look for opportunities that will expand student capacity while maintaining a responsible financial profile. Having the HTH SBC charter in place that allows for expansion permits HTH to rapidly transition into an active financing and development mode when an opportunity is present.

As a result of the statewide benefit charter, HTH has:

- Partnered in the establishment of an entity that was awarded \$35M in New Markets Tax Credits from the United States Treasury to secure new property and facilities.
- 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 a village of HTH schools on this property
- 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.
- Secured sufficient tax exempt bond financing to complete the development of a \$17.3M high school facility for HTH Chula Vista.
- Secured sufficient New Markets Tax Credits financing to complete the development of a \$21.0M high school facility for HTH North County
- HTH Chula Vista has received the following awards and recognitions for its state of the art building: American Institute of Architects/Committee on the Environment (AIA/COTE) Top Ten Green Project, US Green Building Council (USGBC) LEED for Schools Gold, Los Angeles Architectural Foundation Design Green Honor, San Diego Architectural Foundation Orchid Modular Building Institute Best In Show and Collaborative for High Performance Schools Verified Environmental Protection Agency Energy Star.
- HTHNC is in the process of earning: USGBC LEED Gold, Collaborative for High Performance Schools (CHPS) Verification, and US Environmental Protection Agency (EPA) Energy Star Rating.
- Financed construction of permanent home for High Tech Middle North County in 2011 - \$3.95 million financed through issuance of Qualified School Construction Bonds with credit enhancement from City National Bank and the Federal Home Loan Bank - bonds issued with AAA rating. \$4.5 million in private gifts were also received to complete the \$8.45 million project.

- Since opening, the City of Chula Vista has shown tremendous support for HTH by providing over 10 acres of city-owned land on which to construct school facilities that currently house High Tech High Chula Vista and as of September 2011, High Tech Elementary Chula Vista and High Tech Middle Chula Vista. HTH's school facilities are the cornerstone for the city's future University Park development. Under the terms of the long-term leases, HTH is obligated to construct and operate its schools on the property in exchange for a rent-free lease.
- High Tech Elementary Chula Vista is on track to earn LEED Platinum, CHPS Verified, EPA Energy Star ratings.
- As an organization HTH has won the "2010 SDG&E Energy Champion Award" for our outstanding energy efficiency efforts organization-wide as well as the "2011 SDG&E Sustainable Communities Champion Award" for the deep integration of sustainable design principles into all of our SBC schools, addressing issues of site selection, water, energy, indoor environmental quality, and operations.

Statewide Benefit No. 2:

Developing highly qualified STEM teachers.

The HTH SBC has increased the reach of HTH's credentialing program which, in conjunction with the HTH Graduate School of Education, is preparing academic leaders and teachers throughout the State of California

In its original statewide benefit charter petition, HTH noted that as one of the statewide benefits it would:

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 percentages 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.*

* * *

- *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. (HTH Original Statewide Benefit Charter Petition at pp. 9-12.)*

The HTH SBC continues to be a critical component to HTH’s efforts to contribute in the development of highly qualified teachers in the areas of STEM and special education. There is a shortage of highly qualified science, technology, engineering, and math teachers in California. The promise of High Tech High’s success in addressing this demand is in its ability to attract advanced degree scientists, engineers, and mathematicians into the teaching profession and then in integrating technical education more fully with academic education. Most notably, High Tech High develops students 21st century skills through the engaging pedagogy of engineering design that is experiential, integrated, situated, expeditionary, team taught and group learned, and applied. Thus, High Tech High has very tangible assets – from its program to its staffing, and from its facilities to its fully immersed in K-12 schools credentialing programs - to benefit outcomes for California’s K-12 students and for postsecondary teacher preparation.

High Tech High teacher education programs begin with the belief that educational theory must be grounded in practice. Thus, all educators participate in practicum based education and have constant opportunities to “put to practice” what they are learning in coursework. This approach is consistent with recent recommendations from the National Council for Accreditation for Teacher Education¹, including that “credentialing programs need to be turned upside down” so that programs “are fully grounded in clinical practice and interwoven with academic content and professional courses,” and that “clinical preparation is integrated through every facet of teacher education in a dynamic way.” High Tech High’s model of teacher education is being looked to across the state and nation as a better way to prepare teachers for classroom practice.

Collectively the Credential program and the HTH Graduate School of Education have made significant gains in preparing high quality science, technology, engineering and math teachers for the state of California. These are teachers who not only earn a credential but who are able to improve their practice through the Induction program and transform the

¹ <http://www.ncate.org/Public/Newsroom/NCATENewsPressReleases/tabid/669/EntryId/125/Panel-Calls-for-Turning-Teacher-Education-Upside-Down-Centering-Curricula-around-Classroom-Ready-Training-and-Increasing-Oversight-and-Expectations.aspx>

practice of other teachers through the Graduate School of Education. Each program's impact is detailed below.

Teacher Credentialing and Induction

The California Commission on Teacher Credentialing (CCTC) approved HTH to operate a District Intern Program in 2004. Later in 2007, HTH was approved to operate an Induction Program for teachers across the state of California. HTH offers three types of teaching credentials: Single Subject, Multiple Subjects, and Education Specialist, Mild/Moderate (Note: Education Specialist, a.k.a. Special Education was approved in 2010). HTH has recommended credentials for teachers from across the San Diego region, from the San Francisco region, and Los Angeles. 50% (43) of these teachers have earned a Preliminary credential in the STEM fields and 8% (7) have earned a preliminary credential as an Education Specialist. By the spring of 2012, a total of 77 teachers will have cleared a STEM credential, and five plan to clear their Education Specialist credential.

The HTH Induction Program serves teachers in California with preliminary credentials and teachers new to California. The HTH Induction program experienced significant growth in fall of 2010 when local districts in San Diego cut their Induction programs due to the ongoing budget crisis in California. In addition, local Charter schools too small to offer their own Induction programs without state funding were welcomed into the HTH program. Teachers involved in the program are located in schools throughout Southern California. Currently, 66% of teachers in this program work at schools outside of the HTH network. Additionally, HTH will soon be engaged in doing credentialing work for the 17 districts of the Desert Mountain SELPA which covers a territory of approximately 28,000 square miles in California. To date, the HTH Induction Program has worked with 201 teachers coming from more than 20 area schools and districts. Currently, HTH is supporting 105 teachers in its 2011-2012 Induction Program including teachers from the San Diego region and Los Angeles. 25 of these 105 will be pursuing Clear Professional credentials in math and science.

As a result of the both the Credential and Induction programs, HTH SBC has trained 303 teachers with 113 of these candidates working in external sites. Over 40% have pursued or are pursuing their credentials in science, technology, engineering or mathematics and 8% are pursuing credentials in special education.

HTH Graduate School of Education

In December of 2006, HTH received authority from the Bureau for Private Postsecondary and Vocational Education to operate the High Tech High Graduate School of Education (GSE). Since opening in 2007, the GSE has applied to the Western Association for Schools and Colleges for accreditation and full accreditation is expected in 2014. The GSE offers Master's in Education in School Leadership and Teacher Leadership. Like the HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic,

and relevant. To date the HTH GSE has had 41 graduates. 46% were external teachers and 29% specialized in STEM.

Lastly, HTH SBC's impact beyond serving K12 students is evident in ongoing professional development offerings. In 2010, HTH had 650 teachers/administrators from 29 states and eight foreign countries attend residencies/institutes on site at HTH. At the annual HTH Summer Institute alone, HTH worked with 12 school districts from as far as Sacramento and as close as neighboring charter schools. Additionally, HTH ran customized workshops for 620 participants from five states (CA, HI, GA, KY, and IA) and two foreign countries (Israel, UK). Since opening in 2000, over 20,000 educators have visited the schools to learn about HTH practices.

The demand for further professional development and the improvements in distance learning opportunities have allowed HTH to develop a hybrid program, the Leading Schools Program. This one-year hybrid program blends residencies at HTH in San Diego, partnerships with HTH critical friends, and on-line collegial conversations. The on-line collegial conversations served over 180 teachers from around the world during the 2010-2011 school year and the Leading Schools Program graduated its first cohort in 2011 with educators from Hawaii and Toronto. In 2011-12, the Leading Schools Program will work with teachers from Canada and Spain.

Statewide Benefit No. 3:

Providing leadership in preparing students for college and career.

In its initial statewide benefit charter petition, HTH noted that as one of the statewide benefits it would:

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 that will ultimately serve approximately 4,500 to 4,700 students in communities across California, HTH will be able to graduate more than a 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.*

As is evidenced by a number of key metrics, HTH is able to provide all students with a successful path to college, particularly with respect to students for whom college has traditionally seemed out of reach. This success can be measured by the percentage of HTH students who graduate with 100% of the coursework required for UC admission, the percentage of students who take the SAT (90%), and the percentage of graduates who are college bound (96%). Further, 77% of all HTH alums have graduated from college or are still enrolled.

High Tech High aims to merge academic and technical education so that all students are skilled in using both their hands and their minds. Students work on projects to produce work which they present to a real audience. Students learn to work collaboratively in groups while still being held accountable for individual performance. Students learn to act like scientists, engineers, and mathematicians in posing and exploring their own research questions as well as engaging in projects involving designing and building. All students complete academic internships as part of their school day in the junior and senior year. All of these elements work in tandem to help graduates to succeed in college, in the workplace, and in life.

Preparing for College

HTH holds the view that every student should be prepared for both the world of college and meaningful careers when they graduate from high school. Thus, all students participate in a rigorous, college-preparatory curriculum and real-world work experiences that prepares them to be successful citizens in 21st century America.

- To date, 100% of HTH graduates meet the UC/CSU A-G requirements compared to fewer than 40% of students in state. In addition, over 100% of HTH SBC students earned admittance to college with over 64% of students enrolling in four-year institutions compared to 20% of students statewide.²

HTH also believes that student work should be shown to the world. Similar to universities and the workplace, work is presented publicly to professionals, community members and other students.

- To date, HTH Statewide benefit sites have held over 30 public exhibitions of learning with a total attendance by the public of over 5000 people.

HTH believes 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 different neighborhoods. The outreach and admissions procedures used by the HTH SBC School are designed to achieve, 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.

²

<http://www.cpec.ca.gov/StudentData/CACGRDistrict.asp?House=>

- As a result of this belief, HTH SBC has schools where 45% of students are Hispanic/Latino, 7% are African American, 13% qualify for special education services and approximately 40% qualify for the National School Lunch Program. Students represent the vastness of San Diego traveling up to two hours one-way to travel to school.

HTH also holds 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 SBC School do not group students by ability but instead maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum and where all students are expected upon graduation to enroll in an institution of higher learning.

- As a result of this belief, First Generation students (first in their families to go to college) are attending college at same rates of those students whose parents have college degrees. Moreover data from our original site indicates that First Generation and students who qualified for the National School Lunch Program are staying in the college at approximately the same rate as all HTH students.

Preparing Students for Careers

HTH believes 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 to have the hands-on skills necessary to apply learning to real-world situations. Lastly, all HTH students complete an academic internship at an area business or non-profit.

- Among the locations HTH students have interned at include: San Diego Zoo, QUALCOMM, SPAWAR, the Office of the Mayor of Chula Vista and over 300 other area businesses. Many of the sites of the HTH SBC School have established relationships with local community based organizations that wanted to increase their support for public education.
- To date, over 35 local business work directly with HTH statewide sites to support the learning of students via projects, teacher professional development and more.

Finally, HTH believes 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, HTH has created “Villages” of elementary, middle and high schools, where students have a longer runway so as to maximize the likelihood of ensuring high levels of achievement among all HTH students. The above combined approaches have resulted in:

- Significantly higher first time Math and English Arts CAHSEE pass rate for special education, socioeconomically disadvantaged students and English Learners. The first time pass rate for HTH students has on average exceeded the state pass rates by over 30%.
- 94% of graduates who are considered First Generation are planning to attend college next year.

Benefit to students beyond HTH

High Tech High's pedagogical approach includes several key features that are now being replicated in schools around the state. In addition to directly serving students in HTH schools to better prepare students for college and the 21st century workforce, through visitors and formal educator training programs, High Tech High aims to share its vision of teaching and learning around the state, nation, and world. High Tech High hosts roughly 2000 visitors every year both for school tours and to participate in 2-3 day educator residencies. An example of the impact of this educator training was recently described by edutopia.org in its series "Schools that work:" <http://www.edutopia.org/stw-replicating-pbl>

HTH MEETS TERMS FOR RENEWAL

According to the California Charters School Act, section 47607, for a charter to be renewed, a "charter school shall meet at least one of the following criteria:"

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is taking into account the composition of the pupil population that is served at the charter school.

Based on the criteria above, the HTH SBC sites have met more than one of the terms of renewal by meeting criteria one, two and four. The below four sections explain in detail how the HTH SBC sites has met these criteria. Data for High Tech High Elementary Chula Vista and High Tech Middle Chula Vista is not shown because state level data is not yet available for these sites; however we are confident that these new sites will meet these criteria based on the performance of our existing middle and elementary site.

HTH Meets Criteria One for Renewal:

HTH SBC sites have attained their Academic Performance Index (API) growth targets in the prior year or in two of the last three years, or in the aggregate for the prior three years.

Each HTH SBC site has met criteria one for renewal. Each HTH SBC site met and exceeded the API Growth target schoolwide in 2011. HTMNC and HTHCV met its API subgroup growth target as well in 2011. HTHNC did not meet its subgroup growth target in 2011; however the school has met the subgroup growth target in two of the last year three years. The chart listed below shows how each site met the API Growth Targets schoolwide and for the subgroups for the last four years.

School Year	2008	2009		2010		2011	
		State	Subgroup	State	Subgroup	State	Subgroup
High Tech High North County	Baseline	Yes	Yes	Yes	Yes	Yes	No
High Tech High Chula Vista	Baseline	Yes	Yes	No	No	Yes	Yes
High Tech Middle North County	NA	NA		B	B	Yes	Yes

HTH Meets Criteria Two for Renewal:

HTH SBC schools ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

Each HTH has met criteria two for renewal because each site has achieved a statewide ranking above a four in the last three years as well within the previous school year. The chart below lists the statewide ranking for the last three years. Based simply on this criterion alone, HTH SBC sites are eligible for renewal.

School Year	2008	2009	2010
High Tech High North County	8	8	8
High Tech High Chula Vista	6	7	5
High Tech Middle North County	NA	NA	8

HTH Meets Criteria Three for Renewal:

HTH SBC schools have ranked in deciles 4 to 10, inclusive, on the API for demographically comparable schools in the prior year or in two of the last three years.

HTH SBC did not meet this criterion for renewal in the last three years or in the previous years. Much of the reason behind this is due to the comparable schools that HTH SBC sites were compared against. Many of the schools HTH SBC sites were compared against did not have

comparable racial demographics nor are they schools with the same free and reduced lunch rates. For example, a school that received a 10 in the listing of similar schools has only a 7% free and reduced lunch rate. In another example, High Tech High Chula Vista, with 70% Latino students is being compared to schools with under 5% Latino students. Regardless, HTH SBC sites are committed to increasing this ranking in the coming renewal period.

School Year	2008	2009	2010
High Tech High North County	5	5	2
High Tech High Chula Vista	3	3	1
High Tech Middle North County	NA	NA	2

HTH Meets Criteria Four for Renewal:

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is taking into account the composition of the pupil population that is served at the charter school.

HTH has met criterion four based on the performance of high school students on college going metrics.

HTH is committed to having every student gain access to a high quality postsecondary education. For that reason, we examine the performance of our students on the following metrics:

- College Persistence and Matriculation Data
- UC/CSU A-G Course Completion
- Graduation Rates
- SAT Participation and Performance
- College Acceptances

College Persistence and Matriculation rates

Since 2008, HTH has partnered with the National Student Clearinghouse to examine the college completion rates for each of its students. In 2011, National Student Clearinghouse data indicated that 77% of HTH alumni are still enrolled or have graduated from a post-secondary institution with 25% of the college graduates earning degrees in science, technology, engineering, or mathematics (STEM). By way of comparison, fewer than 30%³ of adults in their 20s in California have a college degree according to data from the U.S Census Bureau and only 17%⁴ of college students earn degrees in the STEM fields. The data also showed that 69% of First Generation students (first in their families to go to college), 67% of the students who qualified for the National School Lunch Program, 69% of African American and Hispanic students and 73% of students with special needs have graduated from college or are still enrolled in higher education.

A-G Requirements, Graduation Rate, SAT Participation and Performance

At HTH, 100% of its students have completed the necessary courses (UC A-G) to gain entry into post-secondary education. High Tech High North County and High Tech High Chula Vista graduated its first classes in June 2011. From these classes, 96% of these graduates are college-bound, 72% secured entry to four-year universities and 64% are headed to four-year universities. This high level of acceptance and attendance is in part due to the high percentages of students taking the required courses to gain entry to the University of California system; additionally, all HTH students are encouraged to take the SAT. By way of comparison, 100% of HTH students have met the A-G requirements and 90% have taken the SAT compared to lower numbers of students in neighboring schools. Additionally, 100% of HTH graduates took the PSAT compared to 36% of student in the state. The table below shows the percentage of HTH students meeting the A-G requirements, graduation rates, and the SAT participation and performance for HTH statewide sites, the neighboring schools and districts, and the state. HTH schools draw students from all over San Diego County and beyond. Comparison schools were chosen by taking schools from the surrounding district with the most comparable student demographics to HTH schools. Even with significantly higher rates of participation on the SAT, HTH students performed at or above students in local schools (typically only the strongest students take the SAT).

3 <http://chronicle.com/article/Adults-With-College-Degrees-in/125995>

4 <http://www.fas.org/sgp/crs/misc/RL33434.pdf>

Site	% Qualifying for free/reduced lunch ⁵	Meeting UC A-G Course Requirements	Graduation Rate	SAT Participation	Average SAT Reasoning (out of 2400 possible points)
High Tech High North County, 2011	19%	100%	96%	80%	1612
San Marcos High School, 2010	22%	60%	96%	52%	1505
Mission Hills High School (San Marcos School District), 2010	23%	98%	95%	47%	1528
San Marcos Unified HS district, 2010	23%	76%	87%	59%	1487
High Tech High Chula Vista, 2011	39%	100%	95%	96%	1424
Hilltop High School, 2010	44%	40%	95%	36%	1456
Olympian High School, 2010	32%	52%	95%	51%	1460
Sweetwater Union High School District Class of 2010	51%	27%	87%	27%	1418
State of California HS, 2010	50%	36%	80%	33%	1512

*Throughout this report HTHNC is compared to San Marcos High, Mission Hills and San Marcos Unified School District. HTHCV is compared to Olympian High School, Hilltop High School and Sweetwater Union High School District. HTHMNC is compared to San Marcos Middle, Rincon Middle and San Marcos Unified School District. These schools represent similar demographics and are schools HTH students would have attended had they not attended HTH.

⁵ Based on 2011 STAR data

College Acceptances

As a result of these participation rates and performance, HTH students at the statewide sites sent in 1360 applications to universities around the world achieving an average acceptance rate of 50%. Moreover, 38% of the graduates are the first in their families to attend college. 96% of HTH statewide benefit site graduates are headed to college. At HTHCV and at HTHNC, 95% of the First Generation students are college bound as well. The chart below shows the rate of HTH students attending the UC and CSU schools compared to the rate in the state of California. In fall 2011, 40% of the HTH statewide sites students will be attending a UC or CSU school compared to 24 % of California students.

	Attending UC Schools	Attending CSU schools
High Tech High North County	22%	20%
High Tech High Chula Vista	18%	18%
State of California	8%	16%

In addition to UC/CSU schools, HTH graduates will attend other four-year schools in and out of the state. Other notable universities the students have been accepted to include: University of Pennsylvania, Yale, Cornell, Johns Hopkins, UCLA, UC Berkeley, Reed, USC, California Poly Technical San Louis Obispo, Oberlin and many others.

PROGRESS TOWARD CHARTER OUTCOMES

MEETING ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

As stated in the initial charter application in element two, “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 HTH 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 HTH alumni will complete 4-year college degrees within 6 years of graduating from HTH

HTH has achieved the following results:

- 90% of the HTH graduates have taken the SAT or ACT.
- 100% of HTH graduates developed a digital portfolio which shows an archive of their work.
- 100% of graduated students have secured admission to a post-secondary. 72% have secured admissions to a four-year institution and 96% are off to college in the fall.
- 100% of the graduated have completed the A-G requirements for the University of California system.

Although college retention data on the class of 2011 is not yet available; data from the existing schools indicate that 77% of HTH alumni are still enrolled in post-secondary education or have graduated. 25% of the HTH college graduates have earned STEM degrees (Math, Science, Technology or Engineering).

Other goals stated in the initial charter included that each site “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.” The progress toward this goal has varied as the state and similar school rankings have been below a 6 at two of our sites and adequate yearly progress was not met last year at two sites. It is the intention of HTH to improve these results in the next charter term.

High Tech High North County	2008	2009	2010
State Rankings	8	8	8
Similar School Rankings	5	5	2
AYP	Yes	Yes	Yes
High Tech High Chula Vista	2008	2009	2010
State Rankings	6	7	5
Similar School Rankings	3	1	1
AYP	No	Yes	No
High Tech Middle North County	2008	2009	2010
State Rankings	NA	NA	8
Similar School Rankings	NA	NA	2
AYP	NA	NA	No

Other Significant Developments

In terms of admissions, HTH continues to receive far more applications than spaces available, with applications outnumbering available slots by a ratio of roughly 5:1, suggesting community support for renewal of this charter. In 2011, HTH received over 7500 applications for 1600 slots across eleven schools. HTH received over 2000 applications for High Tech Elementary Chula Vista and over 1300 applications for High Tech Middle Chula Vista. In total, these developments have allowed HTH to grow the flagship high school into three “Villages” of small schools serving approximately 4000 students in grades K-12 during the 2011-2012 school year.

While HTH has grown to serve a higher number of students and a broader range of grades, the organization has 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.
- HTH has always used annual student survey data to adjust the curriculum and instruction in the sites to meet the needs and perceptions of students. This past year, HTH also participated in a nationally administered survey called [Youth Truth](#), a project dedicated to quantitatively measuring student engagement. This year 23 districts participated from across the country representing 60,000 students from public and

charter schools. On almost every indicator, HTH statewide sites scored in the top quartile for its ability to build connections with students, prepare students for future aspirations, counsel students about college going options, and deliver rigorous instruction.

- HTH believes that authentic, student-created work is another measure of a student's academic achievement and that a digital portfolio of one's work is a key element in analyzing performance. For this reason, every HTH student has a digital portfolio that includes examples of student work products and authentic student reflection. Digital portfolios are examined each year and are an integral part of each student's bi-annual presentation of learning, wherein students present to professionals, peers, and teachers about the work they accomplished that year. Both the projects and digital portfolios from the HTH sites have been cited by educational researchers and professionals as exemplary models for 21st century learning. Example of projects and digital portfolios can be found online at: <http://www.hightechhigh.org/projects/> and http://www.hightechhigh.org/digital_portfolios.php.

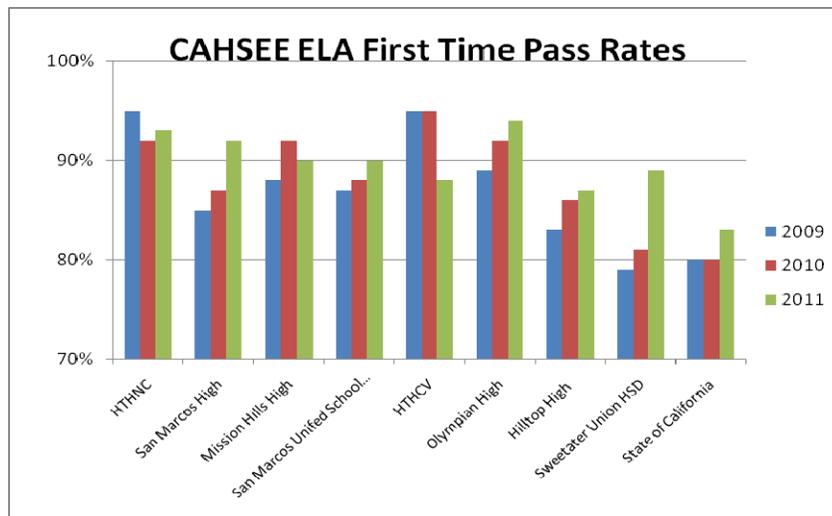
OTHER ACHIEVEMENT RESULTS

As outlined in State Superintendent Torlakson’s *Blueprint for Great Schools*, accountability and school improvement needs a “robust system of indicators to give students, teachers, and parents a more complete picture of school performance, including broader measures of growth and learning that better assess 21st century skills; measures of school capacity and student opportunities to learn; and measures of resources connected to opportunity-to-learn standards.”⁶ Since opening in 2000, High Tech High has believed that all graduates need to be ready for the 21st century workforce and for post-secondary education.

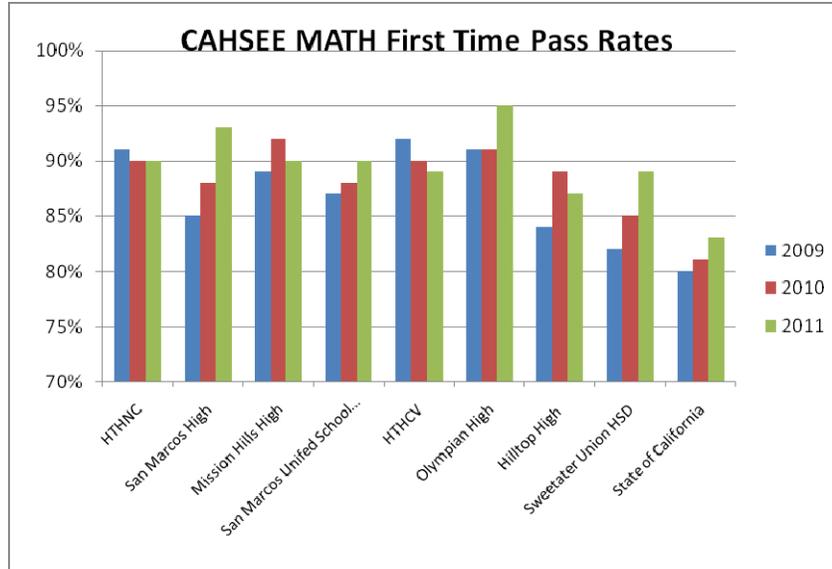
To that end, HTH has long held the view that multiple measures of assessment data, including quantitative and qualitative results, are needed to assess the performance of schools and students. High Tech High does not believe that results on multiple choice tests are the only “outcomes” that matter and has placed much greater emphasis on achieving on other measures. Among these include SAT participation and results, UC A-G course taking, college applications, college acceptances, college matriculation, college retention, student survey data, student portfolios and public exhibitions of student work. High Tech High also looks at results on state standardized multiple choice tests, such as CAHSEE and STAR. Performance on the CAHSEE and the CST/STAR tests as well as the state and federal accountability metrics are detailed below.

CAHSEE Performance

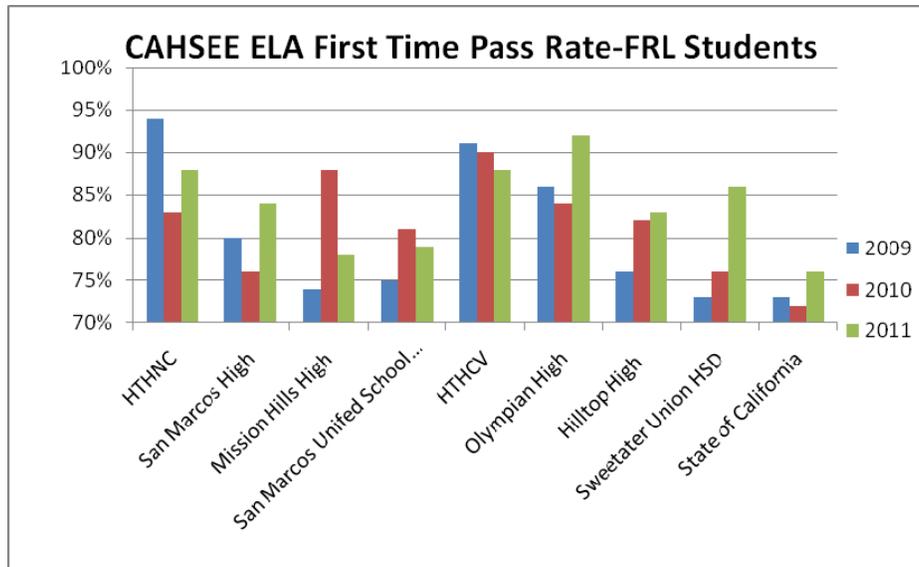
At the school-wide level, the first time pass-rate on the CAHSEE for HTH statewide students meets or exceeds the pass rates of students in the neighboring schools and districts for ELA and meets or in some cases are below pass rates for students in neighboring schools in math. HTH is taking steps to improve math test scores.

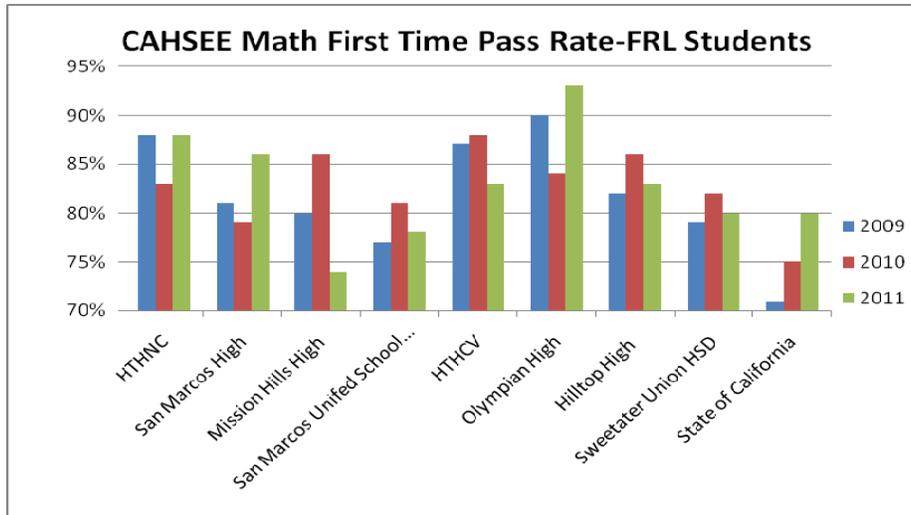


⁶ <http://www.cde.ca.gov/eo/in/bp/bpsummary.asp>



Data for the first time pass rate for students who qualify for free and reduced lunch further indicates that students attending HTHCV and HTHNC are doing well compared to peers in comparable schools. The below tables show the first time CAHSEE pass rates for free and reduced lunch students from 2009-2011 at HTH sites and comparable schools.

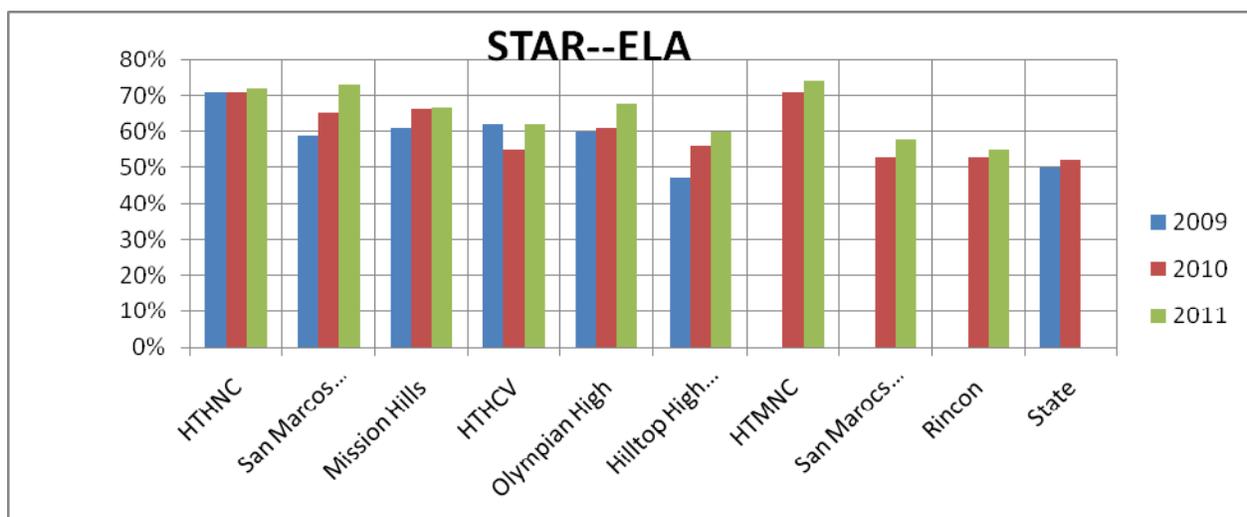


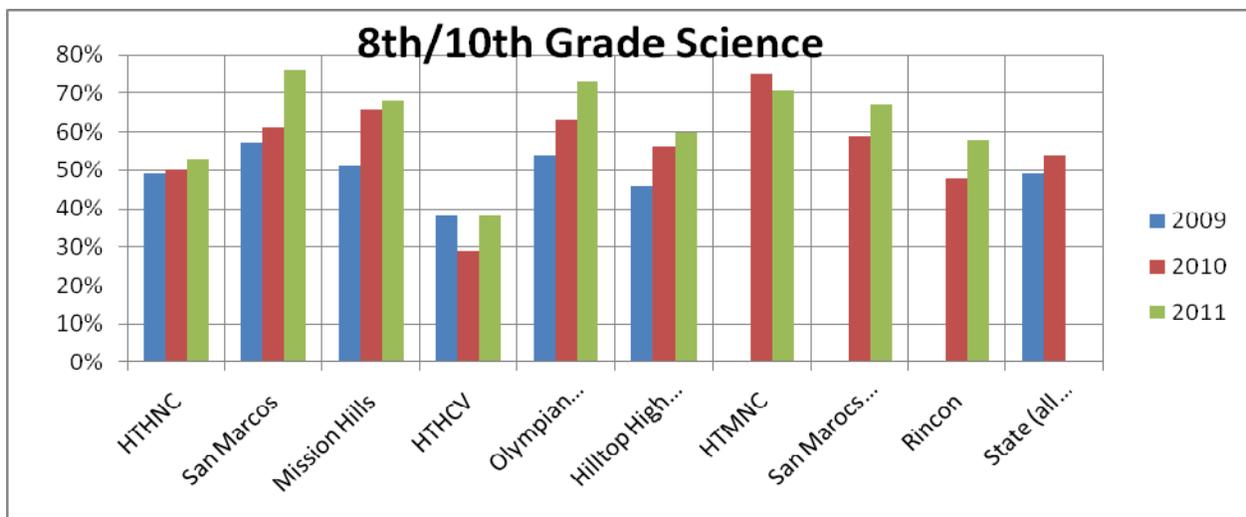
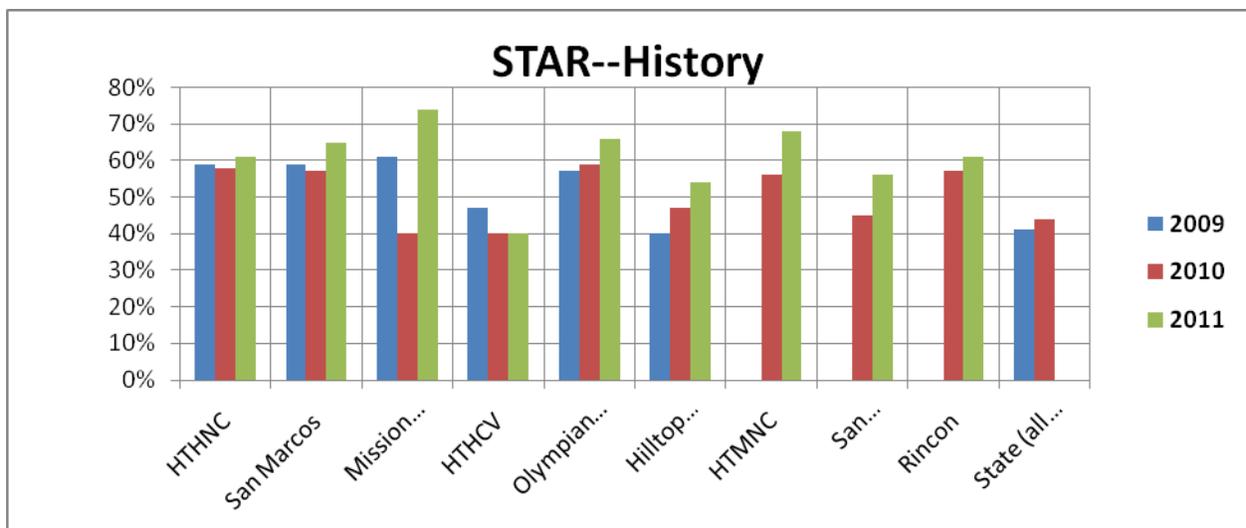
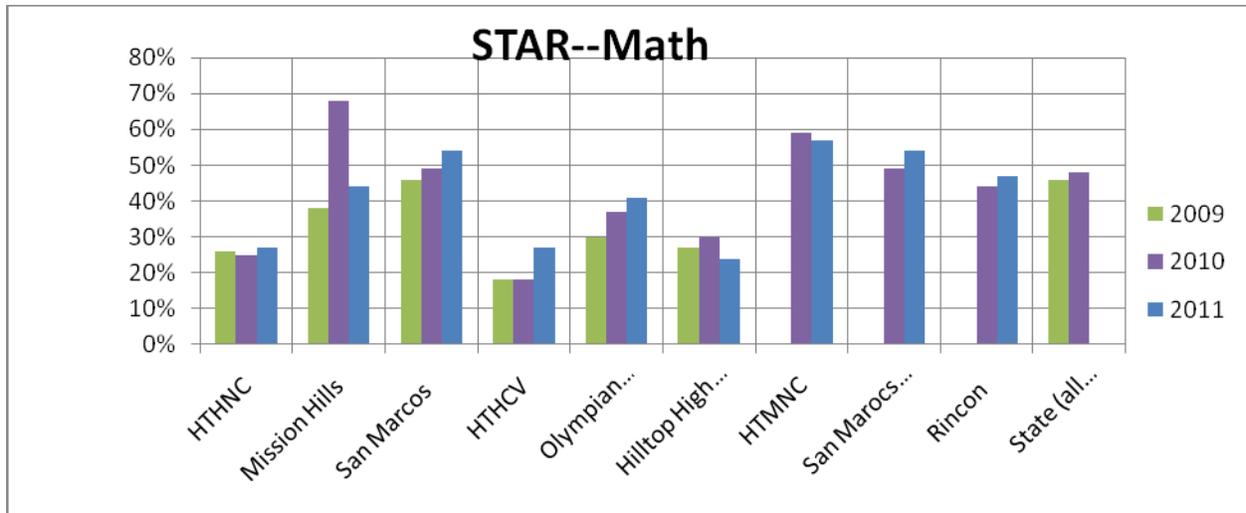


STAR Performance

HTH also considers state-level standardized test data as another metric to ensure each student meets the state performance standards. Most notable among these include STAR test data and the annual API/AYP performance.

While HTHNC and HTMNC continue to do well on this assessment as compared to comparable sites, scores at HTHCV have varied for math and science. It is the desire of the HTH sites to improve these outcomes for all students. However it is worth mentioning that participation rates in the HTH sites for advanced math and science courses is higher than those at comparable schools. 100% of HTH students take physics, chemistry and algebra two while many fewer students in the comparable North County and Chula Vista schools took these courses in 2011. The charts below show the STAR performance since 2009 at the HTH sites and comparable schools.





Note that the 10th grade science test is in biology, although HTH schools teach biology in 11th grade.

The next chart shows the participation and performance in the end of course science exams. While HTH scores are lower than comparable schools, HTH enrolls all students in these upper level science courses. For example 97% of HTH students took the physics test in the last two years yet fewer than 20% of students in the comparable schools took this test.

Physics	2010		2011	
	Participation	Percent Proficient	Participation	Percent Proficient
HTHNC (9th grade)	97%	26%	97%	27%
San Marcos (11th grade)	7%	78%	4%	94%
Mission Hills (11th grade)	3%	88%	5%	69%
HTHCV (9th grade)	97%	8%	100%	7%
Olympian High (11th grade)	5%	58%	4%	89%
Hilltop High School (11th grade)	20%	34%	26%	46%
Chemistry	2010		2011	
	Participation	Percent Proficient	Participation	Percent Proficient
HTHNC (10th grade)	95%	14%	94%	18%
San Marcos (10th grade)	33%	78%	36%	88%
Mission Hills (10th grade)	33%	34%	30%	73%
HTHCV (10th grade)	99%	13%	96%	11%
Olympian High (10th grade)	27%	68%	27%	55%
Hilltop High School (10th grade)	24%	36%	34%	38%
Biology	2010		2011	
	Participation	Percent Proficient	Participation	Percent Proficient
HTHNC (11th grade)	97%	71%	95%	73%
San Marcos (9th grade)	84%	70%	77%	76%
Mission Hills (9th grade)	88%	63%	80%	69%
HTHCV (11th grade)	99%	71%	98%	65%
Olympian High (9th grade)	40%	83%	42%	89%
Hilltop High School (9th grade)	45%	60%	48%	69%

API Comparative Performance

In 2010 and 2011 API scores for HTH for subgroups on average exceeds that of the states' for grades 7 and 8 and grades 9-12. The 2010 API scores for Latino, African American, socioeconomically disadvantaged, and students with disabilities at HTH Statewide Benefit sites exceed that of the state average. And in 2011, API scores for student with disabilities significantly exceeded the average for students within the state. Two years of API subgroup scores are listed below.

2010 Growth API Performance			
Group	Statewide Performance for grades 7 and 8	Statewide Performance for grades 9-11	HTH Statewide Benefit sites
Overall	765	729	781
Black or African American	676	639	715
Asian	905	857	862
Filipino	863	812	839
Hispanic or Latino	706	673	723
White	842	801	825
Two or More Races	813	747	782
Socioeconomically Disadvantaged	701	669	733
English Learners	667	627	658
Students with Disabilities	544	493	625
2011 Growth API Performance			
Group	Statewide Performance for grades 7 and 8	Statewide Performance for grades 9-11	HTH Statewide Benefit sites
Overall	778	742	790
Black or African American	692	650	732
Asian	913	866	858
Filipino	871	824	830
Hispanic or Latino	724	688	738
White	850	810	838
Two or More Races	837	786	827
Socioeconomically Disadvantaged	719	684	743
English Learners	680	640	694
Students with Disabilities	566	501	641

While the performance on the API is not as high as HTH would like it to be, HTH SBC sites are committed to improving this ranking. Below shows the performance of HTH sites compared to the neighboring schools.

	2008 Growth API	2009 Growth API	2010 Growth API	2011 Growth API
High Tech High North County	764	768	788	801
San Marcos High School	773	801	829	859
Mission Hills High School	777	812	839	834
High Tech High Chula Vista	737	758	740	751
Hilltop High School	719	734	772	783
Olympian High School	772	789	815	845
High Tech Middle North County	NA	NA	836	841
San Marcos Middle	NA	NA	776	803
Rincon Middle School	NA	NA	769	784

Adequate Yearly Progress (AYP)

Adequate Yearly Progress is a federal requirement that states that students should be proficient by the year 2014. As the cut score increases each year, it has been difficult to maintain this requirement at each of the HTH sites. However, HTH is committed to working with each student to ensure high levels of academic performance are met. The table below states if the school made AYP for the past three school years in comparison to the neighboring schools.

	2008	2009	2010	2011
High Tech High North County	Yes	Yes	Yes	Yes
San Marcos High School	Yes	No	No	No
Mission Hills High School	Yes	No	Yes	No
High Tech High Chula Vista	No	Yes	No	No
Hilltop High School	Yes	No	No	No
Olympian High School	Yes	Yes	No	No
High Tech Middle North County	NA	NA	No	No
San Marcos Middle	NA	NA	No	No
Rincon Middle School	NA	NA	No	No

PLAN FOR ACHIEVING ACADEMIC SUCCESS

Existing Locations

Even though HTH is more focused on measures other than multiple choice test scores, HTH recognizes the need to improve on these measures as well as others. Thus, HTH has created an inclusive *Network Achievement Plan* for existing locations. The goals of the *Network Achievement Plan* are to maintain high levels of college-going data and to improve state-level test data. Specific goals include:

- **Maintain A-G course requirements**

All core academic courses at the HTH high schools sites have been approved by the California UC system. 100% of HTH graduates have completed the UC A-G courses. Because the organization has grown, HTH has invested in *Pearson Inform*, a student information analysis system to give teachers real-time data analysis and an overview of credit completion to ensure that all graduates continue to complete all UC A-G courses.

- **Maintain high levels of College Acceptance and College-Going Rates**

Each of the high schools has a full time college advisor who is dedicated to working with each student on his or her college application. The college advisors start working with students in their first year and provide a wealth of information on which college to attend and the scholarships available. College Advisors also spend a significant time recruiting colleges to visit the campus to meet the students. In the past year, over 200 colleges visited HTH. HTH is committed to maintaining this number. HTH sites will also continue to partner with the National Student Clearinghouse to measure the college persistence and graduation rates of its students.

- **Maintain high levels of SAT Participation**

HTH is committed to ensuring that all students have access to taking the SAT or ACT. Because the SAT is a test that has significant impact on students' futures, HTH has focused its test preparation on the SAT as opposed to other multiple-choice tests. HTH will also continue to offer the PSAT to every student in the fall of their 10th grade year. By offering the PSAT during the school day, students are provided exposure to the SAT and as a result are more likely to take the test in the spring.

- **Increased API and AYP**

It is the goal of HTH that every school meet the growth targets each year set for API. To achieve this goal we expect that 100% of students will participate in the state-level required testing.

Increased Mathematics on CAHSEE and STAR

HTH aims to improve math test scores. HTH will continue to enroll students in high level math courses while at the same time provide supports for individual students via online adaptive math programs and in-class academic coaches. HTH believes these supports along with an alignment to the Common Core Standards will improve mathematics

scores across all sites. Utilization of *Person Inform*, which gives detailed item-based test analysis, as well as resources from the Khan academy will be strategies used to achieve this goal.

- **Increased English Language Arts Performance on STAR, CAHSEE**

HTH aims to improve ELA STAR and CAHSEE scores. HTH will continue to enroll students in English every year and provide supports for individual students in-class academic coaches. Utilization of *Person Inform*, which gives detailed item-based test analysis as well as *Writer Express*, will be used to achieve this goal. HTH believes these supports along an alignment to the Common Core Standards will improve English Language Arts scores across all sites.

The Network Achievement Plan aligns directly to each sites' *Student Achievement Plan*. While each plan is site specific, HTH sites rely on one another to try and implement successful strategies that improve student achievement. Among the strategies included in the Student Achievement Plans are:

- The implementation of aleks.com software in all mathematics classes.
- The use of Accelerated Reader for struggling students.
- The use of Khan Academy materials.
- The implementation and use of *Person Inform*, a student-centered data analysis system.
- The implementation of the Writers Express Program for English Language Learners.
- The piloting of Revolution Prep for ACT and SAT math performance.
- Morning meetings dedicated to assessment analysis and curriculum development.
- The use of academic coaches to provide one on one and small group instruction in mathematics to struggling students.
- Alignment of projects to CA state standards and the Common Core Standards.

HTH considers it a primary challenge to the organization to work to improve state multiple choice test scores in the context of achieving its primary goal: getting students to and through college.

New Sites

It can be challenging for a new school to reach certain academic levels in its first years; therefore, HTH has established a support plan to ensure each of its new locations will achieve academic success. HTH has set forth the following expectations for each of its new sites:

- New schools will perform at or above the comparable local schools on the state-mandated assessments by the second year of operation.

To achieve these results, HTH will support the new sites by offering the following strategies

- Conducting a three week back to school training for teachers to the HTH system prior to the start of the school;
- Train teachers on the use of *Person Inform*;
- Conduct classroom observations of all teachers
- Administer subject specific benchmark assessments in each course tested on the state level examine to determine areas of growth; and
- Offer ongoing professional development to teachers via weekly morning meeting to examine curriculum and instructional technique.

This list does not represent the entirety of the supports offered to the new sites. HTH considers that its primary obligation is to support the students in new schools and will be regularly evaluating the strategies in place to ensure appropriate support mechanisms are in place.

BACKGROUND TO THE CHARTER

HTH was originally conceived by a 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 HTH 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 HTH 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 HTH, the flagship HTH 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 Explorer Elementary Charter School within the portfolio of schools operated by the organization. On January 12, 2006, the State Board of Education (SBE) granted HTH the first Statewide benefit charter (HTH SBC) under the California Charter Schools Act of 1992 (Charter Schools Act). To date, HTH has opened five schools under the HTH SBC. In August 2007, HTH opened its first two statewide benefit charter sites, HTH North County and HTH Chula Vista. Based on the performance of its two initial statewide benefit charter schools and to provide access to students on the full K-12 continuum, the charter was amended in 2008 to include K-8 school sites. With this approval, HTH opened High Tech Middle North County in August 2009 on the property adjacent to HTH North County. Moreover, in September 2011, HTH opened High Tech Elementary Chula Vista and High Tech Middle Chula Vista on the property adjacent to HTH Chula Vista. In total, between the locally authorized schools and those opened under the HTH SBC, HTH serves over 4,600 public school students across 11 schools. In addition, HTH operates the High Tech High Graduate School of Education offering Master's degrees in

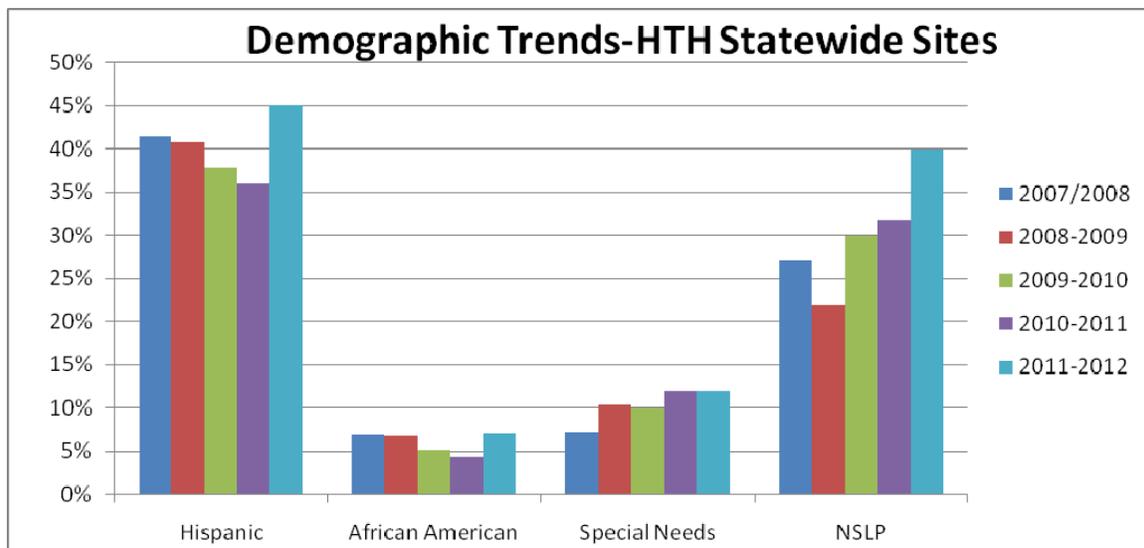
Education and the High Tech High Teacher Credential Program (a California Commission approved District Intern program and Induction Program).

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. HTH also insists that school leaders at HTH schools have first shown that they can be successful HTH 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

HTH 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 HTH 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. In 2010-2011 the HTH Statewide sites served over 1400 students in grades 6-12 where roughly 30% qualified for NSLP and 12% were considered special education students. In the coming year, HTH statewide sites are estimated to serve over 2000 students where 40% of the students who have been accepted qualify for the NSLP. The chart below shows the trends of key subgroups at HTH.



DECLARATIONS

Sites established under the HTH SBC 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 HTH 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 HTH 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 HTH 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

HTH 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 HTH schools to help students with projects and provide authentic assessment of their work. HTH 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 SBC will be patterned after the successful practices developed at Explorer Elementary Charter School, which opened in September of 2000 and officially joined the HTH family of schools in July of 2005. The first statewide elementary school site is expected to open in September 2011 on the Chula Vista campus.

The educational theory of Explorer and the theory to be employed at all HTH SBC 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

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.

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).

1. 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.
2. Leveled reading materials will be available in classroom libraries and in a school-wide library.
3. Reading skills will be taught using a variety of approaches, including phonics, decoding, and learning to use contextual clues.
4. 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.
5. 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.
6. 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.
7. 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.

8. Assessment of learning occurs constantly with inadequate progress resulting in nearly immediate conferences with parents where strategies for supporting student learning are shared.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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 recognizes 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 SBC 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 SBC 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.

1. The social curriculum is integrated throughout the School program and activities.
2. Teachers teach “Second Step” grades kindergarten through fifth which is based on social curriculum
3. The social curriculum teaches empathy, communication skills and problem solving based in respect for diversity and the needs and feelings of others.
4. Students are involved in community service projects.
5. Development of social intelligence is a cooperative effort between the School and its families.
6. 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. As California develops the Common Core Standards, HTH Elementary sites will align its curriculum to these new requirements. 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 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 HTH 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

HTH opened its first middle school site, High Tech Middle North County in August of 2009, adjacent to HTH North County. High Tech Middle North County served 324 students in 2010-2011 and achieved a first time API score of 836. Its first time statewide school ranking was an 8. Over 70% were proficient in English Language Arts and over 59% were proficient in mathematics. The middle school sites operated under the HTH SBC were patterned after the successful practices developed at High Tech Middle, which opened in September of 2003, and High Tech Middle Media Arts, which opened in September of 2005. A new statewide middle school site is opening in September of 2011 on the Chula Vista location.

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. HTH’s experience has been that introducing these approaches to learning in middle school prepares students to be successful in HTH’s innovative high school program.

The middle school sites 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 HTH's three program design principles, middle school sites of the HTH SBC 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 POLs 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 HTH’s 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 HTH’s 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. As California develops the Common Core Standards, HTH middle sites will align its curriculum to these new requirements.

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

HTH opened two high school statewide sites in September of 2007, High Tech High Chula Vista and High Tech High North County. Both sites have earned API scores over 740 and have achieved statewide school rankings of 5 and 8 in 2011 respectively. The high schools operated under the HTH SBC were patterned after the successful practices developed at 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 SBC will be approved by the University of California. 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. Both high schools have received their six-year accreditation by WASC, and HTH will continue to support all HTH Statewide Charter School sites to achieve full accreditation as well. Student transcripts take a standard form for universal acceptance. HTH routinely informs 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

HTH teachers work in teams to create curriculum that is integrated across subjects and aligned with California's academic content standards. The guiding pedagogy at HTH 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 materials⁷.

⁷

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

At HTH, project-based learning is a key ingredient to serving a diverse population of students. HTH 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 HTH teachers develop projects that engage student interests, they are mindful of California State Content Standards for grades 9-12. For example, a HTH 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, 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. As California develops the Common Core Standards, HTH high sites will align its curriculum to these new requirements. Below are examples of HTH 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	11 th grade Math, English,	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);

guidebook)	Multimedia	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 HTH 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 in place to ensure that HTH 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 HTH 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 HTH 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

Graduation Requirements:

At HTH schools, 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

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. The HTH schools in Point Loma have participated in a successful partnership with the San Diego Unified ROP program since inception. Examples of ROP courses taught at HTH include:

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

The HTH SBC School pledges to work collaboratively with the SBE to develop a method by which the SBE schools 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 HTH, 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

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

1. HTH provides support to students both in all instructional areas. This may take the form of after school tutoring or tutoring during lunch or elective time. HTH has an active peer tutoring program at HTH 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. HTH offers a summer bridge program for students entering HTH 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 SBC 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 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.⁸ 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 specific needs of students learning English. The following strategies will also be implemented to ensure academic success and language progress for EL students.

⁸

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

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, HTH also has 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 students' needs, HTH 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 HTH 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. HTH 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, HTH 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. HTH provides psycho-educational diagnostic services to assess students for each of the 13 disabilities as defined by federal law.

SELPA Membership Plan

The HTH SBC 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 HTH 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 SBC 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 SBC School intends to graduate its students with SAT/ACT scores, a transcript, and a portfolio that greatly increase opportunities for admission to college.

Other measurable outcomes include:

- An expectation that 100% of HTH graduates will secure admission to an institution of higher education. HTH expects roughly 75% of those graduates to secure admission to a four-year institution.
- All students completing a course of study that meets all requirements for entry into the University of California system.
- An expectation that 60% of HTH alumni will complete 4-year college degrees within 6 years of graduating from HTH, which includes the tracking of the HTH elementary and middle school students through college.
- All students will achieve proficiency or above on their 5th, 8th, and 12th grade transitional presentation of learning that summarizes their learning as documented by their digital portfolio.
- An expectation that all students in the statewide benefits site will perform comparably to nearby schools with similar demographics on state level mandated assessments.

Finally, HTH is eager to work with the State Board of Education on a comprehensive and thoughtful measure of school success indicators that measure a broad array of student outcomes consistent with HTH philosophy and current state accountability legislation.

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, HTH 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 –HTH SBC sites implement 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:

- Student Led Conference: These are scheduled two times per year. At these conferences students share their goals and expectations for the year. Parents share 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, HTH 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 student’s 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 HTH schools and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum. Because HTH 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.
CA Fitness Test	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
California Alternate Performance Assessment	Spring	Students with Significant Cognitive Disabilities which prevents them from taking the CST or CMA.

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, HTH 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, HTH 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 HTH may measure the extent to which it achieves its goals regarding college completion rates. HTH currently partners with National Student Clearinghouse and Naviance to track alumni.

Element Four (D) – Governance

The HTH SBC 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 HTH schools operated in the State of California. The Board of HTH will have legal and fiduciary responsibility for the wellbeing of all sites operated under the HTH SBC School. The school will be a direct-funded charter school and will purchase administrative services from HTH's central organization. The HTH board will meet at least quarterly and will hold its meetings in accordance with the Brown Act. The HTH 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 HTH student. At the option of the SBE, the SBE may appoint a representative to HTH'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 HTH 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 HTH board members.

In order to secure local participation in decision-making at the local level, sites of the HTH SBC 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 parent involvement is 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

HTH is committed to hiring talented, knowledgeable, passionate teachers. HTH does this by holding hiring fairs, working with Schools of Education, and networking with people in industry. Upon review of resumes, HTH conducts 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 HTH 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 HTH 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 elementary schools. Through these programs, and in collaboration with local colleges and universities, HTH is well on its way to full compliance with NCLB requirements. HTH 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.

HTH recognizes that charter school teachers of core academic subjects, as defined in federal law, must meet NCLB requirements. HTH supports the spirit of the NCLB regulations – which all students are taught by high quality teachers. HTH also believes that an interdisciplinary structure is an important component of its project based learning approach. The HTH goal is to hire teachers who are highly qualified per NCLB requirements; however, in some cases, HTH may hire a teacher who is HQ in one of two core areas they teach. In such cases, HTH 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.

Within the provisions of the law, HTH 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.

HTH 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 SBC 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 HTH.

Element Six (F) – Health and Safety Procedures

All sites of the HTH SBC School HTH 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 HTH SBC 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 its 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 HTH 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 HTH or Explorer Elementary Charter School as qualifying for admission. Sites may also consider any transfer student in good standing from any site operated by HTH 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 in order to access a broader group of students and parents. Additionally, HTH will post on each

site's website information about the admissions process and timeline along with an application form. Sites' websites may be accessed through www.hightechhigh.org.

Any student who satisfactorily completes a course of study offered by any K-5 site operated by HTH or Explorer Elementary Charter School may be considered as qualified for admission and may be offered a seat by any HTH Grade 6-8 site. Sites also may consider any transfer applicant in good standing from any site operated by HTH or Explorer Elementary Charter School at HTH Village. "Performing satisfactorily" means that the student passed the courses he/she took in the previous grade. For example, a student who fails their 8th grade courses would not be considered for a 9th grade seat, as that student is still an 8th grader.

Other Applicants

For other applicants to qualify for admission:

- The student and a parent or guardian should together attend one complete orientation session. These sessions will be held at convenient times. They will detail what HTH expects of the student and his or her family as well as what the student and family should expect of HTH.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline before the ending of the open enrollment period.
- 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.

Admissions Priorities

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

1. Returning or existing students in good standing.
2. Children of employees or board members of HTH, Explorer Elementary Charter School, High Tech High Foundation, or HTH Learning. This priority is capped at 10% in accordance with the California Department of Education guidelines on charter school admissions policies.
3. Students being promoted from or transferring from another school that is operated by HTH or Explorer Elementary Charter School at HTH Village (who also complete the application process in a timely fashion).
4. Siblings of students currently attending schools operated by HTH at HTH Village, if there is space available within the applicant's zip code cluster (see below).
5. All other students permitted by law.

Admissions Lottery

If HTH receives more applications than there are spaces available, a public, computerized lottery will be held to assist in determining admissions. Notification of the lottery date will be

made to the public and all members of the public will be able to witness the lottery computerized process. Within the context of this admission process, HTH seeks 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 it operates schools. In this regard, HTH employs certain weighting mechanisms in relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography, SES and gender are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zip code cluster that have been admitted from returning, promoting and transferring students, sibling preferences and board member or employee preferences.

GEOGRAPHIC WEIGHTING TO ENSURE IN-DISTRICT ATTENDANCE

In order to meet the requirement that preference for admission be offered to in-district students, HTH will ensure that approximately 85% of slots for admission will be allocated to in-district zip codes. Specifically, a weighting mechanism is employed to ensure that approximately 85% of school enrollment comes from the San Diego Unified School District, resulting in approximately 15% of enrollment coming from outside the District.

In relation to the village of schools operated by HTH at Liberty Station in Point Loma, HTH identifies attendance regions consisting of several contiguous zip code areas or “clusters.” Using United States Census data, HTH 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, HTH ensures that each applicant has an equal opportunity to gain admission to the school.

THE USE OF WEIGHTING TO ENSURE SOCIO-ECONOMIC STATUS DIVERSITY

Similar to the zip code weightings, weightings are implemented to encourage socioeconomic status (SES) diversity.

Weightings for SES are designed to ensure that approximately 40% of enrolled students are receiving 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 receive free or reduced price meals under NSLP.

ACCEPTANCE, NOTIFICATION AND WAITING POOL

Once the initial openings have been filled using the procedures described above, HTH will notify chosen applicants and inform them of their option to enroll in the school. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with HTH’s admissions policies as delineated above. When names are drawn, HTH 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, HTH will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the Board of Directors of HTH.

Element Nine (I) - Annual Audits

HTH 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. HTH 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.

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

HTH 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, HTH's suspension and expulsion standards are consistent with Education Code 48915, although in some instances, HTH's grounds reflect an expectation of higher student accountability for behavior. HTH 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 HTH 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 HTH Board of Directors, one member of the school's local advisory board and the CEO of HTH. 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 SBC 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 HTH will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The HTH 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 HTH school, as well as the right to return to the district for HTH 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, HTH, the duly constituted nonprofit governing the HTH SBC 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. HTH 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 HTH 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 its business records and operations. The San Diego County Office of Education will establish the appropriate funds or accounts in the county treasury for the HTH Statewide Charter School.

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

The HTH SBC 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 HTH.

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.
- 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 its schools operate in a manner that is very different from most other public and private schools, and HTH understands that in order to ensure successful replication

of HTH practices; HTH 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 HTH can identify teacher and director candidates who are willing to move from existing schools to staff startup sites. In those instances where HTH cannot find such staff, HTH recruits 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 SBC 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

HTH 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 HTH. 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, 2012 and end June 30, 2017.

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. Criteria for Creating New Schools

As approved in the amended charter in 2008 HTH is able 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.” Should HTH choose to do so, HTH SBC will meet the following conditions prior to the opening and operation of school sites. These conditions are to be incorporated in a Memorandum of Understanding (MOU) between HTH and the State Board of Education (SBE). The proposed conditions are:

1. The CDE is to be provided information by the HTH sufficient to update the SBE on the organization’s progress in implementing the charter and the MOU (and prior to the opening of any schools under the charter). It is the intent of the CDE, unless circumstances otherwise dictate, to include this information in the standing item for updates on SBE-chartered schools.
2. As a condition for the opening of additional schools, HTH will meet the following requirements:
 - To open another high school; each existing high school under the SBC shall demonstrate the following:
 - In year one, each high school is expected to establish a baseline API score schoolwide and for each numerically significant subgroup.
 - In subsequent years, each high school, schoolwide and all numerically significant subgroups must meet or exceed double the state API growth target or earn an API score at or above 800 in the previous school year or in two out of three previous school years.
 - To open another middle school; each existing high school under the SBC shall demonstrate the following:
 - In year one, each middle school is expected to establish a baseline API score schoolwide and for each numerically significant subgroup.
 - In subsequent years, each middle school, schoolwide and all numerically significant subgroups must meet or exceed double the state API growth target or earn an API score at or above 800 in the previous school year or in two out of three previous school years.
 - To open another elementary school; each existing high school under the SBC shall demonstrate the following:
 - In year one, each elementary school is expected to establish a baseline API score schoolwide and for each numerically significant subgroup.
 - In subsequent years, each elementary school, schoolwide and all numerically significant subgroups must meet or exceed double the state API growth target or

earn an API score at or above 800 in the previous school year or in two out of three previous school years.

3. HTH will work with CDE staff to determine appropriate locations for schools.
4. HTH shall present a specific plan for the opening of any new school. The plan shall be submitted to the CDE and the SBE Executive Director for review and approval. The plan shall include the following elements:
 - Financial data that includes the following elements:
 - Budget assumptions
 - Three-year budget and cash flow
 - Three-year profit and loss statement
 - Proposed school level data including:
 - A grade level build-out plan.
 - Demographic information about the community in which the school location is planned.
 - Comparison school performance data which includes PI participation.
 - Enrollment targets for each year of operation until the school incorporates all grade levels proposed.
 - Each site shall initially open between July 1 and September 30.
 - The specific location of each school (within the districts indicated in the charter) shall be identified to the CDE and SBE in the January immediately preceding its opening.
5. The CDE and SBE staff shall consider any application by HTH to incorporate pre-existing HTH schools under the HTH SBC.
6. All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before the SBC school is authorized by the CDE to open any individual school under the charter.
7. Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between the SBC school and the CDE that covers essential elements of the school sites' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.
 - Legal Issues: In the final SBC, HTH SBC will resolve any legal issues that may be identified by the SBE's Chief Counsel or the CDE's General Counsel.
8. In the annual report, the statewide benefit charter school submits to the SBE, the SBC school 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.

27. 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 SBC School. The SBE and HTH SBC School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

28. 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 SBC School.

29. Signatures

HTH 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.

APPENDICES

- **Appendix One: Financial statements**
- **Appendix Two: Board Members**
- **Appendix Three: Sample Projects from HTH Students**

Appendix Two: 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.

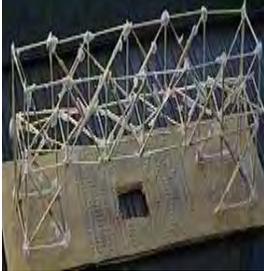
Mike McCraw – President/CEO Sempra Energy

Julie Umansky – Vice President Legal Advocacy, California Charter School Association

Appendix Three: Sample Projects from HTH Statewide Benefit Students

 <p>Cultural Solutions In Nature</p>	<p>In this project, students investigated biomimicry—the quest for solutions to human problems by mimicking processes in nature—through a scientific and cultural lens. They researched existing examples of biomimicry, such as scientists’ learning from spider webs how to create material strong enough for bulletproof vests, and using models of bats’ echolocation in darkness to develop a “smart” cane for the visually impaired. They also researched an indigenous culture and used concepts from biomimicry to design an innovation that addressed a need within that culture. Each student created an interactive display addressing the physics concepts involved in their innovation, as well as a fable that suggested solutions to cultural sustainability issues through the use of their innovation. The fables were shared at exhibition, published in a book, and sold to raise money for people from indigenous regions around the world.</p>
 <p>Writing on the Walls</p>	<p>Through this multidisciplinary project, students at HTH North County will explore and address an issue of concern in their community: the prevalence of tagging and graffiti. Students will research the history and lasting influence of gangs in California, conduct an ethnographic study of tagging and graffiti in the city, maintain video blogs as a form of on-going reflection, and create photo essays of their experience. They will study the difference between tagging as vandalism and graffiti as an art form--putting their learning into service by painting over tags that have damaged property and by creating their own graffiti-style art for a gallery show at the Escondido Arts Partnership museum</p>
 <p>I Am an Artist</p>	<p>Students explored dimensions of their identity and created a double-sided canvas that visually expressed two sides of their selves. On the front of the canvas, they painted an acrylic self-portrait that represented their outer self--how they present themselves to others. On the back side of the canvas, students produced a collage that represented their personal vision and the things that make them unique.</p>

 <p>The Creative Masters (Los Maestros Creativos) Project</p>	<p>In The Creative Masters Project, students select a creative Spanish-speaker from any walk of life. They research the cultural and historical forces that shaped the Master and his/her work. Then they re-create or re-express the work in their own way--creative writing, spoken word, digital presentation, sculpture, etc. A written reflection accompanies the project as well, all in the target language.</p>
 <p>Chemical Identity Masks</p>	<p>In this interdisciplinary project, student created a two-sided identity mask. On one side they represented their personal identity, as it has been formed through their socialization by family, friends, and the media. On the other side they represented a chemical element that they felt best symbolized their personality.</p>
 <p>Geometric Mural Project</p>	<p>Students experienced the beauty of math by creating murals using specific geometric shapes. They prepared a proposal, including a blueprint, a to-scale colored miniature, a business letter describing their work, and an estimated budget. Student groups presented their work to a selection committee at Qualcomm, Inc. Qualcomm then chose the winning mural designs, which the students painted at full scale as a class.</p>
 <p>Artist Happy Un-Birthday Project</p>	<p>Students spent one week studying an artist whose work has influenced contemporary art. Artists varied by gender, culture, time period, political views, artistic medium and content. Students then paid homage to their artist by creating an Un-Birthday present and accompanying gift box. The gifts were displayed at an Artist Happy Un-Birthday Party on exhibition night, complete with a birthday cake and decorations. The event was a cacophony of color, paint, and imagination that paid tribute both to Judy Chicago's famous "Dinner Party" art piece and to Lewis Carroll's Mad Hatter's Tea Party in Alice in Wonderland.</p>

 <p>Gender Secrets Project</p>	<p>This project was designed for students to demonstrate their beliefs on gender stereotypes and give multiple audiences a glimpse into the minds of teens and how they view stereotypes in their daily lives.</p>
 <p>HTHCV Summer Bridge</p>	<p>Summer Bridge is a week-long program designed to welcome and introduce incoming students to High Tech High Chula Vista and its structure as a project-based learning community.</p>
 <p>La Lliga: Border Project</p>	<p>Students explore the reasons why people choose to risk their lives in the attempt to enter the United States illegally. Students assume the role of one of those individuals and create a fictionalized account of their journey to the United States.</p>
 <p>Family Math</p>	<p>This project emphasizes collaborative learning where students actively co-construct knowledge. Family Math home activities build a rich, social learning experience that extends the collaborative learning done in class into the home environment. Each week students are provided with a packet that includes an open-ended math problem. They are expected to share the problem with a parent or other mentor, discuss possible solutions, and then check back to explain their solution after they've completed the problem.</p>
 <p>ToothPick Bridge:</p>	<p>Bridges are complex structures that rely on physics to support their weight. Students will construct a bridge of their own design using estimates of spatial configurations, money, measuring using graph paper, ruler, and manipulatives; and understanding the concepts of stress, reaction points and supports, the law of gravity, and the strength of various geometrical shapes.</p>

Videos:	<ul style="list-style-type: none">• HTMNC: Classterpieces-Andy Warhol Group: Students from HTMNC share their Classterpiece based on the Andy Warhol images.• Anatomy News: Circulatory system Seventh grade science/multimedia project• HTHCV Avant-Garde News Network - 2010-09-08 : The 1st broadcast of HTHCV's Avant-Garde News Network (ANN)• HTHCV students: Comments from students at High Tech High Chula Vista.• Mind Collisions: HTMMA, HTHCV & WiLDCOAST: HTMMA, HTHCV & WiLDCOAST collaborated in projects based on technology from HP in their Innovations in Education Grant. This video documents some of the results.
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