HIGH TECH HIGH
STATEWIDE BENEFIT CHARTER
SECOND RENEWAL PETITION

For Presentation to the

California State Board of Education

Submitted by High Tech High

Original Petition Approved: January 12, 2006

Petition Amended: April 24, 2008

First Renewal Petition Approved: January 11, 2012

Second Renewal Petition Submitted: October 3, 2016

Second Renewal Petition Before the State Board of Education: January 11-12, 2017

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GLOSSARY

API	Academic Performance Index
B.A.	Bachelors of Arts
CAASPP	California Assessment of Student Performance and Progress
CAHSEE	California High School Exit Exam
CASEMIS	California Special Education Management Information System
CCCR NIC	Career, College and Civic Readiness Network Improvement Community
CCPT	California Career Pathways Trust
CCSS or Common Core	Common Core State Standards
CDE	California Department of Education
Center	HTH's Center for Research on Equity and Innovation
CSU	California State University
CTC	California Commission on Teacher Credentialing
CTE	Career Technical Education
D/M SELPA	Desert/Mountain Special Education Local Plan Area
DRA	Developmental Reading Assessment
EL	English Learners
ELA	English and Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FRL	Free or Reduced Lunch
HTeCV	High Tech Elementary Chula Vista
HTeNC	High Tech Elementary North County
HTEX	High Tech Elementary Explorer
HTH	High Tech High
HTH Board	Board of Directors of High Tech High
HTH GSE	High Tech High Graduate School of Education
HTH SBC	High Tech High Statewide Benefit Charter
HTHCV	High Tech High Chula Vista
HTHNC	High Tech High North County
HTMCV	High Tech Middle Chula Vista
HTMNC	High Tech Middle North County
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LCAP	Local Control and Accountability Plan
LEA	Local Educational Agencies
LEED	Leadership in Energy and Environmental Design
Local Plan	D/M SELPA Local Plan
LRE	Least Restrictive Environment
MDTP	Mathematics Diagnostic Testing Project
MOOC's	Massive Open Online Courses

MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
NGSS	Next Generation Science Standards
NMTC	New Markets Tax Credits
NSLP	National School Lunch Program
PBL	Project Based Learning
PERS	Public Employees' Retirement System
POLs	Presentations of Learning
Prop.39	Proposition 39
SACS	Standardized Account Code Structure
SAIC	Student Agency Improvement Community
SBE	State Board of Education
SDUSD	San Diego Unified School District
Section 504	Section 504 of the Rehabilitation Act of 1973
SES	Socioeconomic Status
SIC	School Improvement Coach
STEM	Science, Technology, Engineering, and Mathematics
STRS	State Teachers' Retirement System
The Act	Charter Schools Act of 1992
tPOLs	Transitional Presentations of Learning
UC A-G	
UC	University of California
WSCUC	WASC Senior College and University Commission

INTRODUCTION

Developed by a coalition of San Diego civic leaders and educators, High Tech High ("**High Tech High**" or "**HTH**") opened in September 2000 as a small public charter school with plans to serve approximately 450 students. HTH has evolved into an integrated network of thirteen charter schools spanning grades K-12 across three campuses, including six schools under High Tech High's Statewide Benefit Charter ("**HTH SBC**") and several well-developed programs serving teachers and students across the state of California.

The work at High Tech High is guided by four connected design principles—equity, personalization, authentic work, and collaborative design—that set aspirational goals and create a foundation for understanding our approach.

- **Equity**
  High Tech High is an equity project. Teachers work to address inequities and help students reach their full potential. Our schools are intentionally diverse and integrated, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. High Tech High has an acute focus on college entrance and college completion for all students.

- **Personalization**
  High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

- **Authentic Work**
  High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.

- **Collaborative Design**
  High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective

practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

All HTH schools, whether at the elementary, middle or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship. In this context, the primary goals are:

- To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.
- To prepare students for postsecondary education and for leadership in a high technology society by integrating technical and academic education in schools.
- To increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.
- To improve public education in California by training and preparing educators to teach in, and lead, innovative public schools.

With its design principles, common mission and goals in mind, HTH creates socially integrated, non-tracked learning environments. HTH students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations beginning in kindergarten and extending through grade twelve. HTH students are encouraged to think of themselves as inquisitive, resilient and lifelong learners, and to develop a sense of belongingness in academic and real-world settings. From the early years on forward, university is part of the discourse at our schools, where faculty and students demystify, and discuss college as an accessible, viable goal.

HTH teachers create and direct diverse, innovative curricula to pursue rigorous, in-depth learning, with personalized, and project-based learning ("**PBL**") practices. The program is rigorous, providing the foundation for entry and success at the University of California ("**UC**") and elsewhere. Assessment is performance-based: students of all ages regularly present their learning to their peers, family and community at large. The learning environment extends beyond the classroom: students conduct field work and original research, partner with local universities and community agencies on projects and initiatives, and complete academic internships with local businesses, governmental agencies or nonprofits.

High Tech High's statewide benefits are provided both through its K-12 schools, and in the additional programs and partnerships that it has developed and expanded upon while a statewide benefit charter. Notably, HTH reaches outside its campuses to educators and policymakers through its professional development endeavors. On its campuses, HTH offers a comprehensive adult learning environment that includes a robust Teacher Credentialing Program, the High Tech High Graduate School of Education ("**HTH GSE**"), mentoring, hosting

programs such as the Deeper Learning Conference and welcoming thousands of educators and policymakers to its campuses each year. HTH teachers and administrators regularly present their work to visiting audiences of professionals, and to groups across the state and around the world. In addition, HTH teachers and administrators travel to other schools throughout the state and world sharing program practices while learning from others. Likewise, High Tech High's publications and web based offerings such as the journal, *Unboxed* and the HTH Flex Massive Open Online Courses ("**MOOC's**"), allow HTH educators to broaden the platform for the exchange of ideas.

All together, HTH's programs present one platform to challenge thinking about education, further innovation and inspire conversation. HTH schools, classes, teachers and students provide case studies for educators, researchers, and policy makers throughout California and beyond, who are working in their own contexts towards the shared goal of success for all students. This is our contribution to the collective work in our state.

STATEWIDE BENEFIT

On January 12, 2006, the State Board of Education (**SBE**) granted HTH the first statewide benefit charter[1] under the Charter Schools Act of 1992 ("**the Act**"). HTH's statewide status and presence has provided a platform from which several statewide benefits have grown. To date, six schools[2] operate under the SBC-High Tech High charter:

- High Tech High North County ("**HTHNC**") and High Tech High Chula Vista ("**HTHCV**") each opened in August 2007.
- High Tech Middle North County ("**HTMNC**") opened in August 2009 after the HTH SBC was amended in 2008 to include K-8 schools.
- High Tech Elementary Chula Vista ("**HTeCV**") and High Tech Middle Chula Vista ("**HTMCV**") opened in September 2011.
- High Tech Elementary North County ("**HTeNC**") opened in August 2013.

HTeCV, HTMCV, and HTHCV are located on HTH's Chula Vista campus, in the southern region of San Diego County. The schools occupy Leadership in Energy and Environmental Design ("**LEED**") Certified buildings with a backdrop of a natural reserve. HTeNC, HTMNC, and HTHNC are located on HTH's North County campus in San Marcos, California. The North County schools also occupy facilities designed to LEED standards.

In general, HTH continues to see strong demand for the program. Overall, the HTH schools received far more applications than spaces available, with applications outnumbering available

[1] In granting the charter, the SBE, based on substantial evidence presented and entered into the record, made the finding that HTH would "provide instructional services of statewide benefit that [could] not be provided by a charter school operating in only one school district, or only1 in one county." California Education Code Section 47605.8(b).
[2] In addition to the six schools operated under the HTH SBC, there are another seven other schools operated by High Tech High that are locally authorized.

seats by a ratio of roughly 5:1, demonstrating community support for renewal of this charter. During the past admissions season alone, HTH received over 7,000 lottery applicants seeking admission to all thirteen schools. The HTH SBC schools alone received about 3,593 applicants for the 612 available HTH SBC seats.

During the 2016-2017 school year the thirteen HTH schools are serving approximately 5,225 K-12 students. Together, the six HTH SBC schools serve approximately 2,500 of those students.

As the HTH SBC schools have grown to serve a higher number of K-12 students and a broader range of grades, the organization has continued to seek opportunities to break new ground in spreading effective practices across the state. In addition to its K-12 programs, the HTH network has grown to offer additional instructional services and programs serving California students and educators across the state including:

- A ***Teacher Credential Program*** (California Commission on Teacher Credentialing, ("**CTC**") approved District Intern and Induction Programs)
- The WASC accredited HTH GS*E* offering Masters degrees in Education
- ***The Career Pathways Project Based Learning Leadership Academy*** in partnership with the California Department of Education ("**CDE**")
- ***Hosting visiting educators from around the world*** who come to HTH schools to see our educational practices in action. In 2015-2016, over 4,000 visitors toured our schools and observed teaching practices in our classrooms.
- ***HTH Education Leadership Academy*** offering educators throughout California and elsewhere the opportunity for deeper professional development collaborations with HTH
- Taking a lead role in hosting the ***Deeper Learning Conference*** in conjunction with and supported by the William and Flora Hewlett Foundation
- Developing ***HTH's Center for Research on Equity and Innovation ("Center")*** focused on research and improvement science projects in several areas related to the statewide priorities
- Membership and work with the ***Career, College and Civic Readiness Network Improvement Community ("CCCR NIC")*** operated through HTH's Center for Research on Equity and Innovation
- Publishing ***Unboxed***, a peer reviewed education journal

In addition, HTH has had the good fortune to partner with other groups and agencies in exploring how to enhance teaching and learning in key areas identified as State Priorities by California. These partnerships include:

- ***Next Generation Science Standards ("NGSS") Early Implementers*** – High Tech High along with eight school districts and one other charter school group are involved in a four year partnership to roll out the Next Generation Science Standards.

- ***Project ASCENT*** – Math teachers across our schools are involved in a networked improvement community with other educators across the nation focused on improving math and science outcomes, and improving outcomes for Science, Technology, Engineering, and Mathematics ("**STEM**") careers.
- ***Student Agency Improvement Community ("SAIC")*** – High Tech High is a member of a national network convened by The Carnegie Foundation for the Advancement of Teaching focused on developing and testing classroom practices that promote student agency.
- ***Most Likely to Succeed*** - HTH is one of the schools featured in this film about rethinking education, and HTH administrators and teachers have participated in nationwide discussions with a broad range of communities, students, teachers and government leaders.

Below HTH explores several of these statewide benefits in more depth.

Statewide Benefit No. 1:
Developing highly qualified teachers, including STEM teachers[3].

One of the statewide benefits HTH set out to provide in its previous statewide benefit charter petitions was a contribution toward addressing the state's shortage of highly qualified teachers.[4]

Since its last renewal, HTH has further increased the quality, capacity and reach of its Teacher Credentialing Program, the HTH GSE, and other teacher professional development programs to prepare academic leaders and teachers throughout the State of California. In addition, HTH has continued delivering this benefit through its work with partner agencies and nonprofits. As noted below, each of the endeavors in this area have provided significant statewide benefit to California teachers and students across district schools, charter schools and others. Collectively these programs and partnerships have made significant contributions in preparing high quality teachers for the State of California.

Teacher Credentialing and Induction

Over the last 5 years, since its last renewal, HTH has contributed to the preparation of 454 new teachers through its credentialing programs.

High Tech High teacher education programs are based on the premise that theory must be grounded in practice. Thus, all educators participate in practicum based education and have

[3] The statewide benefits offered by HTH have been re-ordered, updated and further developed in this 2016 HTH Statewide Benefit Charter Renewal Petition.

[4] HTH Statewide Benefit - "Address the State's Critical Shortage of Highly Qualified Teachers," See, 2005 HTH Original Statewide Benefit Charter Petition at pp. 9-12, and 2011 HTH Statewide Benefit Charter Renewal Petition at pp. 6-7. In recognition of the fact that the term "highly qualified teacher," is no longer required by federal law, the term high quality teacher will be used throughout this charter petition.

constant opportunities to "put to practice" what they are learning in coursework. This approach is consistent with recommendations from the National Council for Accreditation for Teacher Education[5], including the recommendation 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. The article, "Another Innovation from High Tech High - Embedded Teacher Training,"[6] published in Phi Delta Kappan in early 2016, provides more detail about the philosophy and practice of the HTH District Intern Program.[7]

Teacher Credentialing and the District Intern Program

The California Commission on Teacher Credentialing approved HTH to operate a District Intern Program in 2004. HTH offers three types of teaching credentials: Single Subject, Multiple Subjects, and Education Specialist Mild/Moderate (Note: Education Specialist program was approved in 2010).

HTH has recommended teaching credentials for K-12 public school teachers across San Diego County and Los Angeles. Over the last five years, 123 teachers earned their CA Preliminary teaching credentialing through the HTH District Intern Program. Of those 123 completers, 33% were in a STEM field (not including Multiple Subjects teachers) and 23% were Education Specialists. Over the past five years, the percentage of partner school (non-HTH) participants has grown from 20% (12 of 60) in 2012-13, to 40% (34 of 84) 2016-17.

District Intern Program

Intern Cohorts	YR1 Enrollment	YR2/ECO Completers
2010-2012	25	23
2011-2013	26	22
2012-2014	25	18
2013-2015	22	18
2014-2016	31	42
TOTAL		**123 completers**

[5] 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

[6] http://pdk.sagepub.com/content/97/7/25.full.pdf+html

[7] http://pdk.sagepub.com/content/97/7/25.full.pdf+html

Teacher Credentialing and the Induction Program

In 2007, HTH was approved to operate an Induction Program for teachers across the state of California. 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 San Diego County and partnerships are established via a Memorandum of Understanding ("**MOU**") at no cost to the partner school.

Over the last five years, over 331 teachers from HTH schools and San Diego County have earned their Clear Credential through the HTH Induction Program. Since 2012, 50% of the teachers enrolled in the Induction program work at schools outside of the HTH network. Currently, HTH is supporting 104 teachers in its 2016-17 Induction Program including teachers from the San Diego region and Los Angeles. Of these 104, 20 are pursuing Clear Credentials in math and science and 13 are pursuing Clear Credentials in Special Education. Over the last five years, 2010-2015, the High Tech High Credentialing Intern and Induction programs have trained and credentialed over 454 teachers.

Every seven years the Commission on Teacher Credentialing sends an accreditation team to review the status of all credentialing programs. In April 2016, the High Tech High Credentialing program received full re-accreditation status from the CTC for all five (5) HTH approved programs.

HTH Graduate School of Education

In December of 2006, HTH received authority from the Bureau for Private Postsecondary and Vocational Education to operate the HTH GSE. In July 2015, the HTH GSE received accreditation from WASC Senior College and University Commission ("**WSCUC**"). The HTH GSE offers a Master's in Educational 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 121 graduates from the master's program, with 52% of candidates from outside of the High Tech High K-12 schools.

As of 2014, the Walton Family Foundation has partnered with the HTH GSE to provide funding for full-time candidates participating in the one year residency model of the M.Ed. in Educational Leadership program. This has attracted a broader range of candidates from across California because it has enabled them to participate tuition free with a monthly living stipend. Graduates have gone on to lead schools across CA (and beyond) with 50% of graduates from this cohort in school leadership roles.

Currently new teachers earning their Preliminary Teaching Credential through HTH's District Intern Program must be employed by High Tech High or a partner school. As part of the 2016

Strategic Plan, two initiatives were approved by the HTH GSE Board to broaden the impact of the work in developing teachers and educational leaders through the HTH GSE. The first initiative in which the HTH GSE is engaged is the accreditation and approval process with both the CTC and WASC to offer a Preliminary Teaching Credential Student Teaching Program along with an M.Ed. in Teaching & Learning. This university-based program will be widely available and allow candidates to complete their student teaching in one of the thirteen High Tech High schools, with additional opportunities to observe in local district schools. The second initiative is to add a Preliminary Administrative Credential to the current M.Ed. in Educational Leadership program. The HTH GSE is currently exploring an opportunity to partner with San Diego County Office of Education or may pursue additional accreditation through the CTC to offer the credential on its own.

California Career Pathways PBL Leadership Academy

In June 2015, the CDE selected HTH to provide technical assistance to Career Pathways grantees. In furtherance of this, HTH created the California Career Pathways PBL Leadership Academy. The PBL Leadership Academy provides a year-long hybrid online and face-to-face professional development program for teams from California Career Pathways Trust ("**CCPT**") Grantee consortia. Teams participate in Leadership Institutes at HTH schools and online coaching and online learning facilitated by teachers from the HTH network of schools, and receive visits by HTH teacher-mentors for customized workshops.

PBL Leadership Academy teams have created projects such as:

- Development of academic internship programming aligned with student interests, career technical education ("**CTE**") and academic requirements, local industry, and dual-enrollment or related college programs.
- Development and implementation of integrated project-based learning curricula, especially in non-cohorted comprehensive public schools. PBL curricula typically brought CTE classes and methodologies together with traditionally "core academic" classes and content.
- Development of customized professional development programming to share and spread core practices and adult learning targets that CCPT grantees developed in partnership with HTH staff.

Each year, more than 180 California educators from districts and schools across the state attend the Institutes at HTH. Through the off-site visits, HTH teacher-mentors reach hundreds of educators from a wide variety of regions across the state, impacting thousands of students. PBL Leadership Academy teams develop, implement and share original leadership projects that address authentic needs in their local contexts, and that work towards larger CCPT grant-funded goals, with the HTH support, guidance and resources.

HTH Visitors

Educators and other professionals from across the state, the nation and around the world seek opportunities to visit the HTH K-12 schools for their own continued learning. 4,658 guests came to the HTH schools for tours, residencies, conferences or other professional development opportunities during the 2015–2016 school year. Visitors came from 37 states and 30 countries.

During the 2015–2016 school year, 875 of the visiting educators came to HTH for a variety of professional development residencies and institutes, and 860 educators attended the Deeper Learning Conference, which was presented in the HTH schools and led by HTH staff. Additionally, 2,068 guests toured the HTH school sites, either through a student-led tour or extended visit themed around professional development and their research into HTH practices and structures. Finally, 855 adults visited HTH schools through conferences held on the HTH campuses by outside organizations, such as the National Association of College Admissions Counselors, Stanford University, the William and Flora Hewlett Foundation Deeper Learning Grantees Network, and more.

Education Leadership Academy and HTH Dissemination Work

The demand for further professional development has led HTH schools to create and facilitate the Education Leadership Academy, which provides a one-year hybrid program featuring residencies on campus at HTH, online learning, and online mentoring by HTH teachers.

HTH educators are regularly requested to visit schools across the state and around the world to facilitate professional development workshops and speak at educational conferences, sharing best practices from HTH schools and providing inspiration and guidance for schools and local educational agencies ("**LEA**") hoping to learn from HTH. During the 2015–2016 school year, HTH educators visited 36 locations throughout California via the CCPT grantee network to provide professional development support. At the same time and during following summer, HTH teachers visited 32 locations across the state and around the world, as single facilitators or in teams as large as six, to lead professional development for groups ranging from small charter schools to whole K–12 districts engaged in deep systemic school reform.

Center for Equity and Innovation

HTH, in partnership with HTH GSE, established the Center to support using Improvement Science to help close equity gaps. Although there are various grade level improvement projects in operation, one of the Center's principal aims is to increase the number of African American, Latino and Native American young men who go directly to a 4-year college, and ultimately succeed there.

The Center has supported the following programs toward that goal:

- Convening a Networked Improvement Community on the subject of Career College and Civic readiness with 6 national organizations and the support of the Hewlett foundation.

- Preparing the launch of a School Improvement Coach ("**SIC**") Program for educators within and beyond HTH who want to deepen their understanding of improvement methods, and serve as coaches for improvement work at their school sites.
- Offering pre-conference days that are open to all educational, administration and district leads and that are part of the HTH residencies.

The Center also promotes adult learning in California and beyond through its publications. A few recent publications are listed below:

- Chiles, A., Sanoff, B., Larson, C., Griswold, J. & Rosecrans, J. (Spring 2016). Student Consulting: Disrupting Student-Teacher Hierarchies, *UnBoxed*. (co-authored by HTH students, GSE Resident & GSE Faculty)
- MacConnell, K. & Caillier, S. (2016, forthcoming). Getting better together: One school's journey with improvement science. Manuscript accepted to *Phi Delta Kappan* for publication. (Draft not for quotation, attribution, or dissemination.)
- Riordan, R. & Caillier, S. (in press). Schools as equitable communities of inquiry. In J. Cook (Ed.) *Education for a Changing World*. (Draft not for quotation, attribution, or dissemination.)
- Jones, Gallagher, Daley & Caillier (2015, spring). Getting more students to college: A foray into improvement research. *UnBoxed*, 13. Retrieved from http://www.hightechhigh.org/unboxed/issue13/a_foray_into_improvement_science/

Concluding Comment Regarding Statewide Benefit 1

In short, HTH has made significant efforts and investment toward delivering statewide benefits to students, teachers, schools, and districts throughout California in the form of teacher preparation and growth.

Statewide Benefit No. 2:
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.[8] As is evidenced by a number of key metrics and a more substantive discussion of college data, which are more fully developed further below, HTH has continued to make contributions in preparing students for college and career.

[8] HTH Statewide Benefit - Providing leadership in preparing students for college and career. See, 2005 HTH Original Statewide Benefit Charter Petition at pp. 9-10, and 2011 HTH Statewide Benefit Charter Renewal Petition at pp. 9-12.

Preparing for College

HTH holds the view that students should be prepared for college when they graduate from high school. Thus, HTH students participate in a rigorous, college-preparatory curriculum in preparation for both college admissions and persistence.

In relation to college preparation, admission and persistence, the latest data show:

- 98% of HTH SBC graduates completed the University of California/ California State University ("**CSU**") A-G approved sequence of courses compared to 43% of students in the state.
- 98% of HTH SBC graduates took the SAT or ACT, including 95% of students eligible for free or reduced price meals ("**FRL**").
- 93% of HTH SBC graduates applied to at least one 4-year college and 73% applied to four or more 4-year colleges compared to 16% nationally.
- 96% of HTH SBC 2016 graduates reported heading to college. This includes 97% of FRL students and 95% of first generation students.
- 72% of HTH SBC graduates enrolled in four-year institutions compared to 30% of students statewide. This includes 76% of students qualifying for FRL and 65% of first generation students.
- According to the College Clearinghouse, 79% of HTH SBC students had either graduated or were still enrolled in college as of 2016. This includes 74% of students qualifying for FRL and 71% of first generation students.

In short, the college programs at HTH SBC schools are meeting the measurable outcomes set forth in the original charter, and are providing statewide benefit to California by preparing students of diverse backgrounds for postsecondary education.

Preparing Students for Careers

HTH provides its students with opportunities to explore meaningful careers before they graduate from high school. HTH students try various real-world work experiences that provide them the chance to think about the professions and careers they might want to pursue.

First, a key component to the HTH program is that student work should be shown to the world. Similar to universities and the workplace, students work on projects to produce work that is presented publicly to professionals, community members and other students. Since opening, the HTH SBC high schools have held over 50 public exhibitions of learning with an estimated total attendance by students, family, friends and public of over 40,000 people.

Second, HTH integrates academic and vocational education to prepare students to succeed in an economy that requires people to have the content knowledge and imagination to solve complex problems, as well as the hands-on skills necessary to apply that learning to real-world situations. 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 prototypes and products to solve real problems.

Third, the HTH program includes opportunities for high school students to engage in academic internships at businesses, government agencies, and nonprofits. Students have opportunities to complete academic internships as part of their school day in the junior and/or senior year. Companies hosting HTH interns have included: San Diego Zoo, ViaSat, Salk Institute, UCSD Department of Oceanography, California Innocence Project, the Office of the Mayor of Chula Vista and over 300 other businesses and organizations. To date, over 35 local businesses work directly with HTH statewide sites to support the learning of students via projects, teacher professional development and more.

Concluding Comment Regarding Statewide Benefit 2

The combination of HTH's high school program elements work together in supporting graduates to succeed in college, in the workplace, and in life. HTH is an observed and studied model for this combination of elements, among other things. As noted in relation to Statewide Benefit Number 1 above, the statewide presence and status of this charter affords HTH unparalleled opportunities to teach, learn and grow with others.

Statewide Benefit No. 3:
Providing model public school facilities that are integral to the success of HTH's programs, and that are recognized for their environmental quality, and cost-effective construction.[9]

HTH SBC Facilitates the Financing and Building of Program Focused, Environmentally Responsible and Cost Effective School Buildings

HTH's ability to deliver the statewide benefits of modeling innovative public school designs that are well integrated with 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.

Since 2007, HTH has been able to successfully finance and develop six new model public school facilities with learning environments that complement project-based learning and academically rigorous career technical education, and that serve as inspiration for future school design and environmental sustainability.

The structure of the statewide benefit charter has, in no small measure, helped to establish the environment under which such development has been possible. Five of the six facilities developed during this time period have been built to house HTH SBC schools (one large facility houses two HTH SBC schools). The ability to access Qualified School Construction Bond credits

[9] HTH Statewide Benefit - "Providing model public school facilities.." See 2011 HTH Statewide Benefit Charter Renewal Petition at pp. 2-6.

for the Chula Vista K-8 facility in 2010, as well as the elementary and middle school facilities on the North County campus (2011 and 2013 respectively) was made possible by the HTH SBC.

North County -- Meeting the Spirit of New Market Credit Tax Credit Financing with Outreach to Low Income Communities in Surrounding Neighborhoods

The high school construction project on the North County campus was eligible to raise capital using New Markets Tax Credits ("**NMTC**"), a financing vehicle that is designed to encourage investment in low income neighborhoods. Subsequent to the construction of HTHNC, HTH built elementary and middle school facilities on the adjacent land furthering its commitment to the North County area with the completion of a K-12 campus.

Since 2010-11, the percentage of students attending school HTH SBC North County campus who qualify for free or reduced price meals has increased by over eighteen percentage points. Beyond the choice of the North County campus for its operations, and the implementation of the zip code based lottery, HTH sought to further enhance the diversity of its North County schools. To increase the access to its North County schools for low income families living near the schools, HTH took certain actions. First, it sought clarification regarding its ability to offer a priority to certain local residents based on the existing language of its charter petition. In addition to obtaining clearance from the CDE and SBE, the HTH Board approved a priority beginning in Spring 2014 for residents of the Alvin Dunn attendance area. In addition, HTH made concerted outreach efforts to low-income housing communities and nonprofit community service agencies with the goal of increasing the number of FRL status admissions applicants.

The combination of the NMTC facilities financing mechanism which is directed at serving low income communities, coupled with HTH's admissions priority, and outreach to low income communities, serves as an example of honoring the purpose behind the development funding.

Chula Vista Campus -- Attracting and Developing Socioeconomically Diverse Student Bodies That Are Reflective of the California Communities HTH Serves to Campuses That Are Outside of Student Areas of Residence

While program appropriate buildings are part of building an HTH school, attracting a diverse mix of students who will inhabit those buildings is another equally important aspect to building HTH learning communities.

Integrated schools are unfortunately uncommon due to residential housing patterns. However, HTH is dedicated to building and fostering integrated school communities, and employs certain practices toward that end.

When HTH began using zip code based lotteries to achieve diversity in our schools, the practice was relatively rare. Today, HTH is recognized as a national leader in "diversity by design." The

zip code based lottery uses Census data to ensure that the demographic representations of the region are taken into account.

HTH adopts a zip code based lottery system to ensure that HTH schools are reflective of the community demographics of the region surrounding its campuses. Moreover, HTH works with particular focus to ensure that choice is available for low-income students by concentrating recruiting efforts in surrounding communities where college matriculation has traditionally been low.

The Chula Vista campus schools are an example of HTH's commitment to an integrated learning environment. The campus is situated on the southern perimeter of the City of Chula Vista, at the corner property set aside by the City for a future higher education/high technology center. The three closest Sweetwater Union High School District high schools are Eastlake, Olympian, and Otay Ranch. Those schools had FRL percentages for 2015-16 reported by Ed-Data of 19.2%, 27.4% and 33.4% respectively. By contrast, Ed-Data reported that HTHCV had an FRL percentage of 50.7% for the same reporting period. The HTH SBC elementary and middle schools on the Chula Vista campus have comparable representations. These data points demonstrate that HTH's admissions outreach efforts and policy create diverse learning environments.

Environmental Leadership in the Development of School Facilities

LEED Certifications

All of the HTH SBC schools operate in facilities designed to rigorous LEED standards. Four of the five facilities have completed LEED certification with two PLATINUM, one GOLD, and one SILVER certification.

Net Zero Energy Initiative

Most recently, HTMNC was selected as the second school site in San Diego County to become a demonstration school under the state's Net Zero Energy Initiative.

*Proposition 39 ("**Prop. 39**") Resources at Work*

The HTH SBC schools are demonstrating how to leverage Prop. 39 resources by voluntarily exceeding the grant requirements. The SBC schools are significantly expanding the scale of new photovoltaic systems by committing school unrestricted funds to the projects in addition to Prop 39 funds.

Between July 1, 2016 and December 31, 2016, the SBC schools will bring on-line over 300 CEC AC kW of solar generating power, offsetting over 75% of the aggregate annual electricity consumption.

HTH SBC Enhances and Supports the Ability to Finance and Build

The statewide benefit charter has been instrumental in achieving facilities financing[10] and development success for a variety of reasons including:

- 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 the HTH SBC 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

[10] 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 leases of 10.4 acres of land from the City of Chula Vista which has been developed into a full K-12 continuum of schools.
- Acquired 5.2 acres of land in San Marcos that is identified by the federal government to be located in a low income community, making the property eligible for below market financing through the New Markets Tax Credits program. Two schools, High Tech High North County and High Tech Middle North County, are now operating on that property.
- Subsequently acquired and developed an additional 5.4 acres which provided land for construction of High Tech Elementary North County and expanded open space for the entire campus.
- 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
- Pioneered a model for charter schools to use Qualified School Construction Bonds that was replicated both in San Diego and in Los Angeles.
- California School Finance Authority, as the conduit issuer, was recognized in 2010 for the 2010 High Tech bond transaction as the "Bond Deal of the Year - Small Issue Size" for the western US region by *Bond Buyer* magazine.
- Demonstrated environmental leadership by developing facilities to LEED standards without state support. To date, two facilities (housing 3 schools) have been certified at PLATINUM level, one at GOLD, and one at SILVER. The last of the five facilities is awaiting completion of solar project to initiate the certification process.
- 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.
- High Tech Middle North County was selected in 2016 as a Pilot project school in the California Energy Commission's Net Zero Energy Initiative, only the second school in San Diego County to be selected and is one of fewer than 20 total in the state of California, and to the best of our knowledge, the only charter school facility selected to date.

All of this has been accomplished with no state bond financing and no dedicated property taxes.

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.

- 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.

HTH continues to look for opportunities that will expand seat capacity while maintaining a responsible financial profile. Having an 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.

Concluding Comment Regarding Statewide Benefit 3

The HTH SBC has greatly facilitated High Tech High's ability to:

- Finance and develop new school facilities for California communities using a variety of funding mechanisms that would not be as readily available to HTH without the HTH SBC.
- Develop beautiful school buildings for California students with cost-effective construction.
- Create buildings that are LEED certified and examples of environmental responsibility.
- Meet the terms of public financing programs seeking to serve the same communities that HTH seeks to serve in its own work.

In short, the HTH SBC has provided the platform for HTH to expand its school development work in support of K-12 schools, and to model a variety of methods by which program specific, environmentally sound buildings might be built.

HTH MEETS TERMS FOR RENEWAL UNDER CALIFORNIA EDUCATION CODE SECTION 47607

The HTH Charter should be renewed because HTH has demonstrated student achievement and growth, including increases in the academic achievement of student subgroups. A review of the various barometers of achievement and growth that are relevant to the previous five (5) year charter period demonstrates renewal is appropriate and warranted.

According to Education Code Section 47607, "the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Section 47607(a)(3)(A). For this purpose, "all groups of pupils served by the charter school,"

means a numerically significant pupil subgroup as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school." Section 47607(a)(3)(B).

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, both schoolwide and for all groups of pupils served by the charter school.
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 located, taking into account the composition of the pupil population that is served at the charter school. Section 47607(b)(1)-(4).

Until such time as the law is revised to specifically invite the presentation of multiple measures of school accountability, the fourth criterion noted under Section 47607 opens the field for a review of multiple measures of achievement and growth. Using this wider lens, HTH offers indicators aligning with the state priorities such as: college data, student engagement data (including suspension rates and chronic absenteeism rates), California High School Exit Exam ("**CAHSEE**"), and California Assessment of Student Performance and Progress ("**CAASPP**") data among others. A review of these multiple measures demonstrates 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 located, taking into account the composition of the pupil population that is served at the charter school. Section 47607(b)(4).

The remaining three of the criteria enumerated under Section 47607 above are dated and largely irrelevant as the State of California has moved away from using these measures to determine academic achievement.[11] Indeed, the most recent API reports were produced in 2011, 2012, and 2013, leaving a gap of the last three years (2014, 2015 and 2016) for

[11] Specifically, according to the California Department of Education's website, "On March 13, 2014, the State Board of Education (SBE) approved not to calculate the API for local educational agencies and schools for the 2014 and 2015 academic years. The SBE and the California Department of Education (CDE) are in the process of developing a new accountability system to replace the API to better measure our state's educational goals."

alternative analysis.[12] Despite the lack of current data, in the following section HTH offers existing API data for the first two years of the last charter period.

As more fully demonstrated below, the six (6) HTH statewide benefit charter schools each meet at least one of the enumerated criteria under Section 47607(b)(1)-(4). As an overview, please note that the following schools have met the noted criteria for renewal:

Criterion 4: All 6 HTH SBC schools meet this
Criterion 2: 4 schools meet this - HTHCV, HTHNC, HTMCV and HTMNC
Criterion 1: 2 schools meet this - HTHCV and HTMNC

The four sections below explain in more detail how the HTH SBC schools have met the statutory renewal criteria.

A. Criterion 4: HTHCV and HTHNC

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 as the charter school.

The retirement of the API standard, the trend and move toward multiple measures of accountability, and the recent advent of the CAASPP, and the Local Control and Accountability Plan ("**LCAP**"), afford charter schools varied and distinct opportunities to support renewal petitions with these newer, emerging measures. HTH welcomes the opportunity to demonstrate that its academic performance either meets or exceeds comparable schools using these newer benchmarks of performance in addition to demonstrating academic success using other measures noted in its LCAPs.

As an overview, in meeting Criterion 4, HTH will review the following measures of achievement and growth in support of this renewal petition:

1. College Data - HTH Has Met or Exceeded Its Measurable Pupil Outcomes
2. HTH CAHSEE Performance Data Support Renewal
3. HTH CAASPP Data and Improvement Plans Support Renewal
4. HTH LCAP Data Support Renewal
    a. Elementary Literacy Data - Fountas and Pinnell
    b. Middle School Math Data - MDTP
    c. Middle and High Schools - School Climate Data - Youth Truth
    d. All Schools - Chronic Absenteeism Data
    e. All Schools - Suspension Rate Data

[12] Historical API and AYP subgroup data for the HTH SBC schools may be found in Appendix A on pp.85.

Each of these measures of performance is more fully discussed below, and combined these illustrate HTH charter schools that are embracing the new standards, reflecting on successes and opportunities for growth, and devising strategies to address and meet those opportunities for growth and improvement.

HTH schools draw students from all over San Diego County and beyond. Comparison schools in the charts below were chosen by taking schools in the neighborhood and in the surrounding school district with the most comparable demographics to HTH schools. These are schools many HTH students would have likely attended had they not attended HTH, although many HTH students come from schools across the county, so which schools are "comparison schools" is not always clear.

1. HTH SBC College Data Supports Renewal - HTH Has Met or Exceeded the Measurable Pupil Outcomes

Sections 47605(b)(5)(A)-(C) set forth the various academic program requirements for a charter petition. Section 47605(b)(5)(B) specifically notes that a charter petition must identify measurable pupil outcomes for use by the charter school.

HTH's most recent charter set forth HTH's measurable pupil outcomes and focused on the high school programs, "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 included:

- A goal that 100% of 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 UC system.
- An expectation that 60% of HTH alumni will complete 4-year college degrees within 6 years of graduating from HTH.

Measurable pupil outcomes for the middle and elementary level students were not included in the charter.[13] As high school data was the focus of the previous charter, the data provided here in reference to meeting these outcomes focuses on high school level college preparation, and college admissions and persistence, in accordance with both the previously stated measurable outcomes, and the statewide priorities.

[13] Measurable pupil outcomes are now articulated in reference to high, middle school and elementary school programs. Those outcomes and goals are found in Element 2 (B) – Measurable Outcomes beginning at p.92.

Data on HTH students indicates that HTH has met or exceeded the articulated measurable student outcomes. Below, HTH examines the performance of our students on the following metrics:

a. College Persistence & Matriculation Data
b. UC/CSU A-G Course Completion
c. SAT Participation and Performance
d. College Acceptances

HTH has met Criterion Four based on the performance of its high school students on these four college going metrics.

a. College Matriculation and Persistence Data

Since 2008, HTH has partnered with the National Student Clearinghouse to examine the college completion rates for its students. A review of this data demonstrates that HTH has made significant progress toward this measurable outcome that is critical indicator for both HTH and the SBE.

In 2016, National Student Clearinghouse data indicated that 82% of HTHCV graduates and 75% of HTHNC graduates are still enrolled in or have graduated from college. By way of comparison, according to data from the U.S. Census Bureau, fewer than 30% of adults in their 20s in California have a college degree. The following table shows the data regarding college persistence for HTHCV and HTHNC.

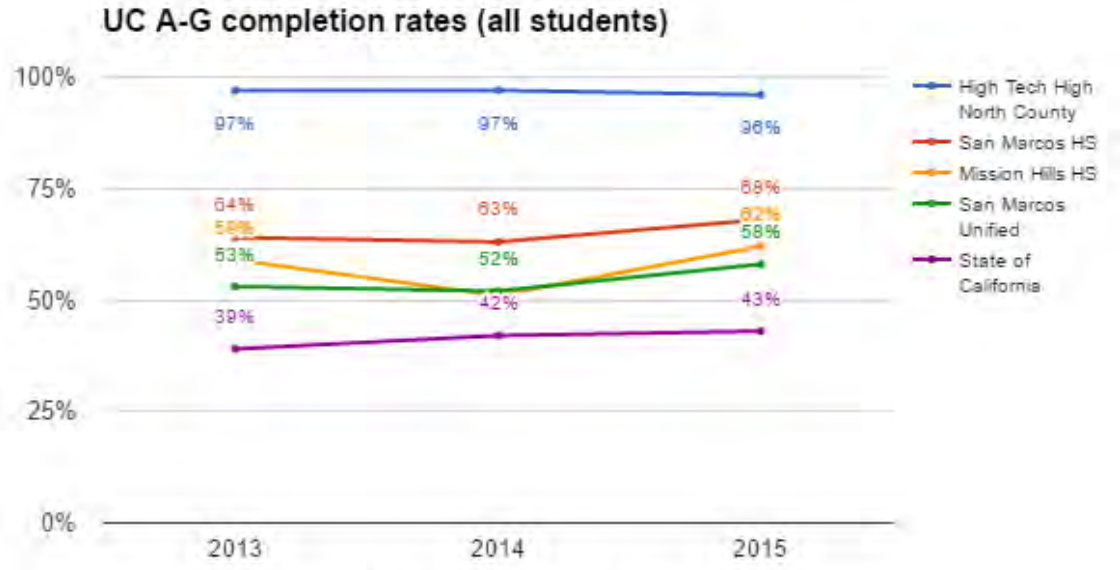
	Students enrolling in college 2010-2016	Students who have graduated	Students still enrolled as of 2016	Students either graduated or still enrolled	% of students graduated or enrolled in college as of 2016
HTHNC	402	26	275	301	75%
HTHCV	529	29	403	432	82%

The data also showed that 70% of HTHNC First Generation students (first in their family to go to college) and 77% of HTHCV First Generation students have either graduated or are still enrolled as of 2016. Moreover, 64% of the HTHNC students who qualified for the National School Lunch Program ("**NSLP**") and 77% of HTHCV students who qualified for FRL have either graduated or are still enrolled as of 2016. Finally, 68% of HTHNC African American and Latino students and 81% of HTHCV African American and Latino students have either graduated or are still enrolled in college as of 2016.

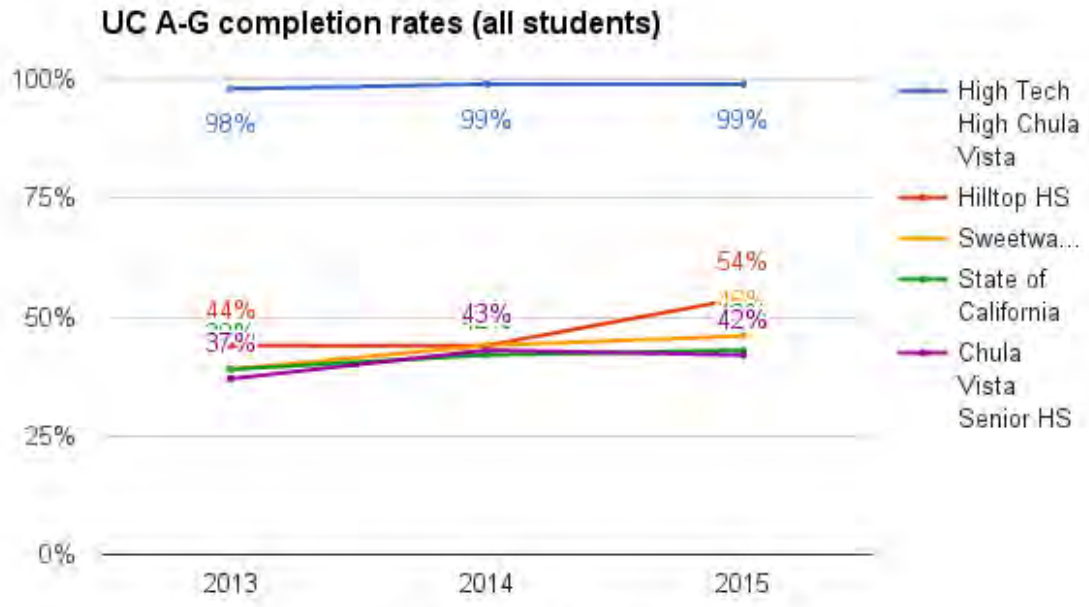
b. Meeting UC/CSU A-G Requirements

Students in California who do not complete the UC/CSU A-G requirements are not eligible to apply to the University of California or the California State University systems. Accordingly, since inception it has been a priority at High Tech High to help graduates complete these requirements. This priority has evolved to include an additional priority in relation to African American and Latino males, as national and statewide data indicate that these two student subgroups are less likely to complete these requirements.

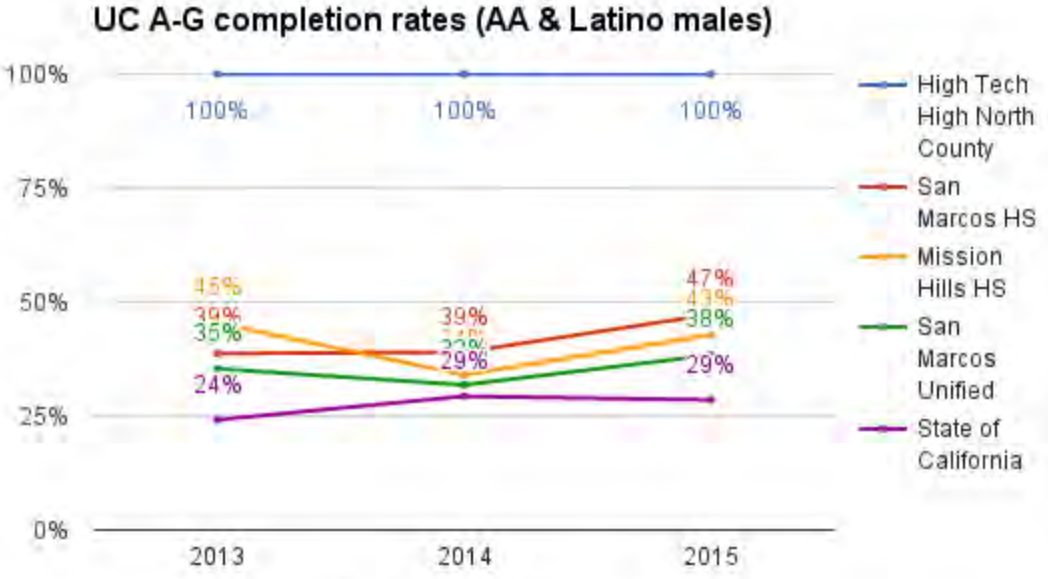
As can be seen in the charts below, HTH SBC schools produce higher A-G completion rates for all students and for African American and Latino males. Thus, HTH SBC schools have demonstrated academic achievement in relation to this metric as well.



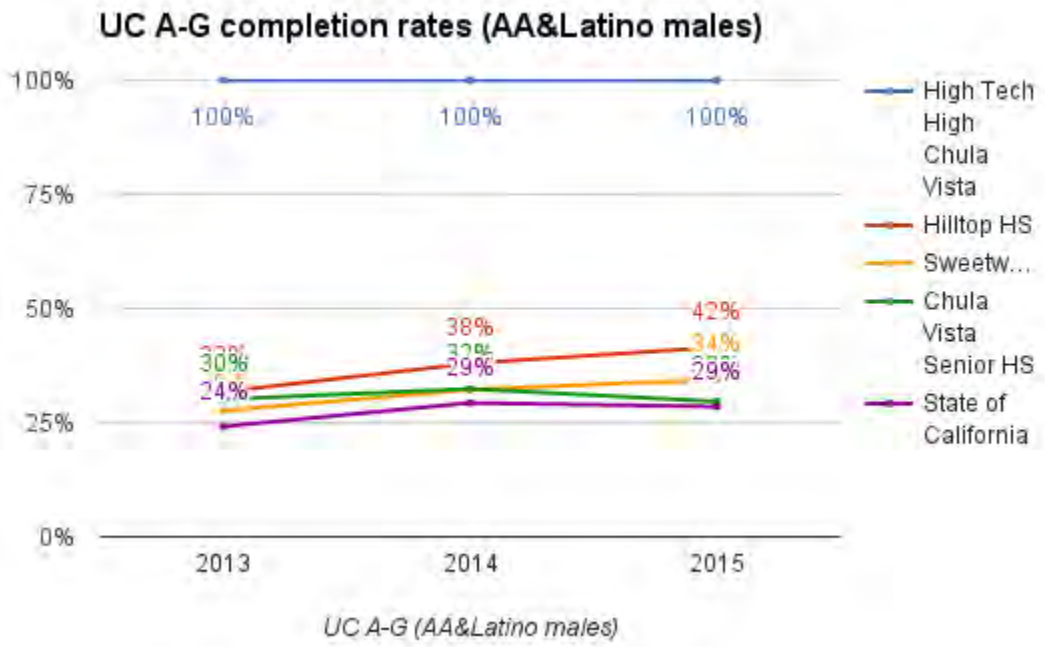
UC A-G completion rates



UC A-G completion rates



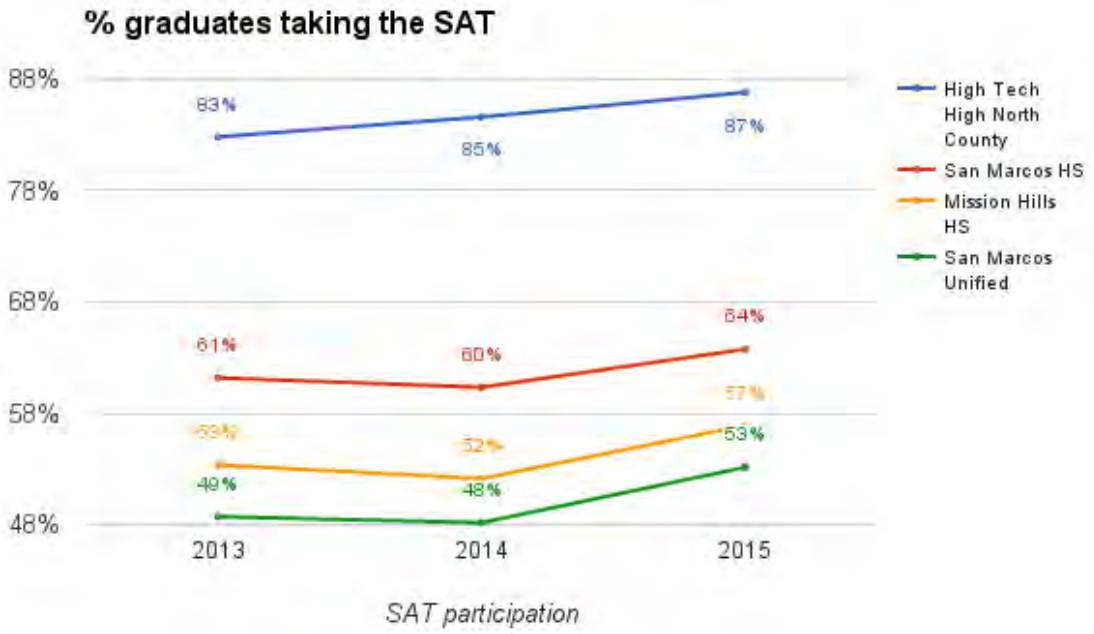
UC A-G (AA&Latino males)

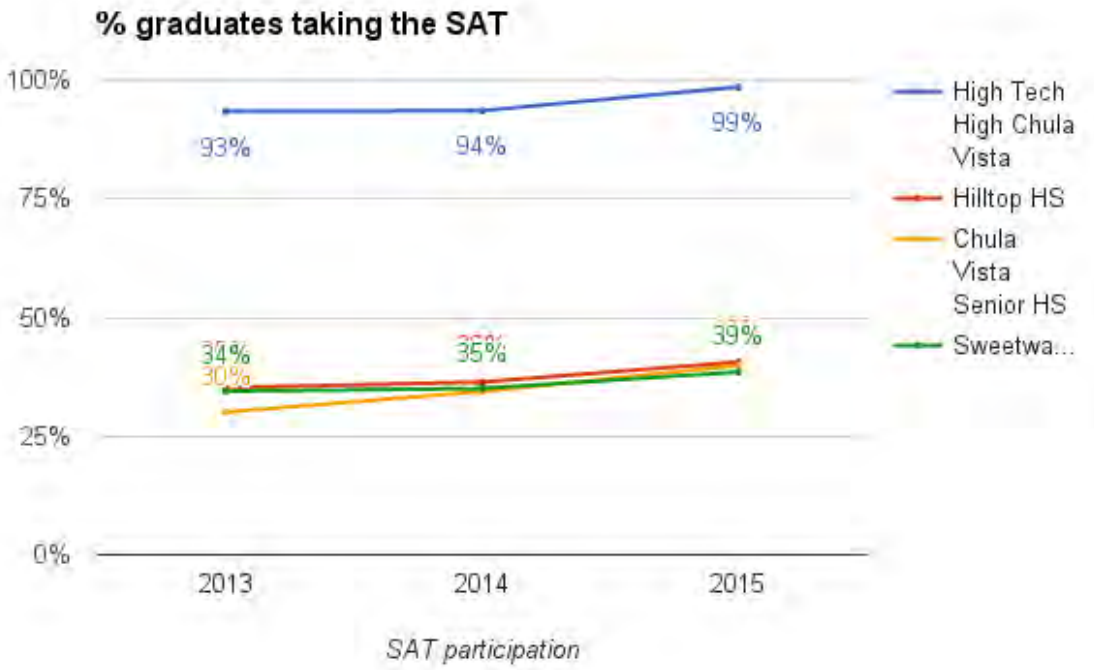


c. SAT Participation and Performance

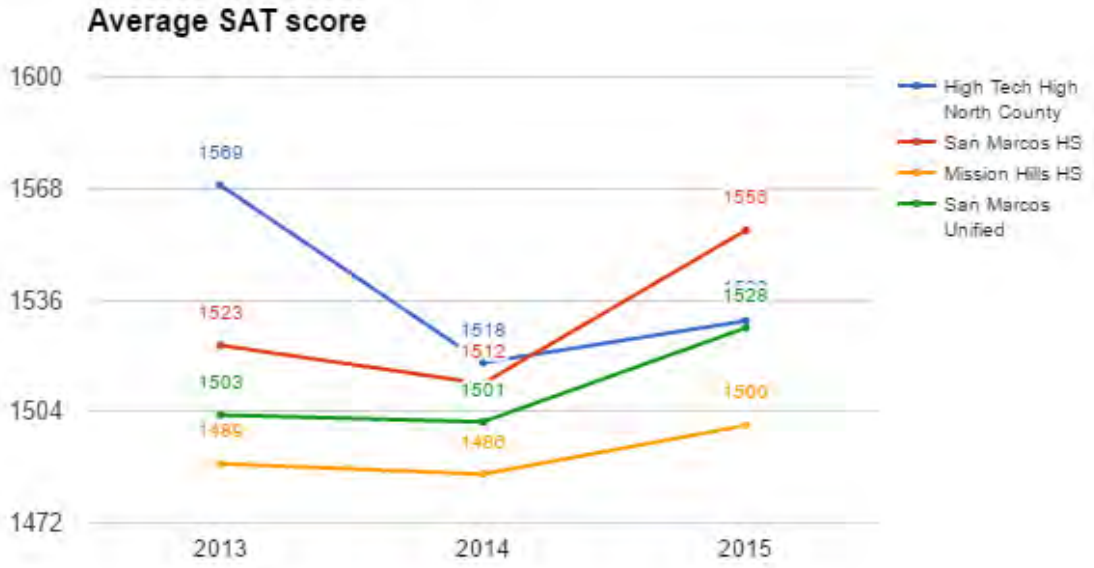
One of the significant hurdles that oftentimes stop students from completing the four-year college entrance process, regardless of score, is the mere taking of a college entrance exam.[14] Studies have found that increasing the college entrance exam taking leads to increased college enrollment and to graduates enrolling in more selective colleges.[15] Accordingly, High Tech High has made a concerted effort to increase the percentage of high school students who take the SAT or ACT. Publicly available SAT taking rates are presented below. Internal HTH data shows that for the class of 2016, 98% of HTHNC and 97% of HTHCV graduates took the SAT or ACT. In short, HTH SBC schools are demonstrating significant results in relation to this measurable outcome.

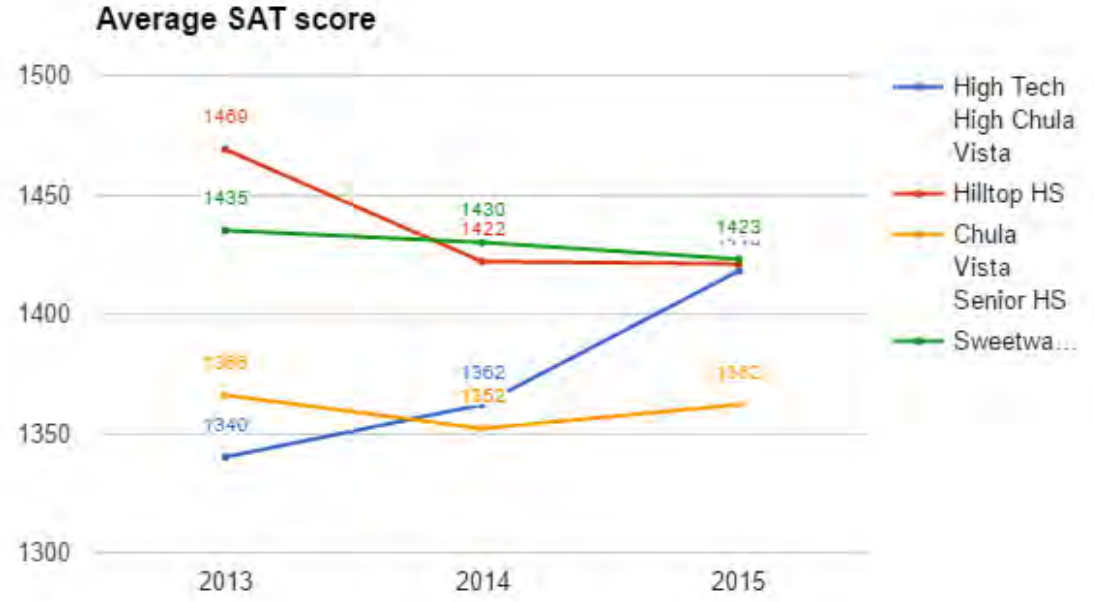
[14] Klasik D. The college application gauntlet: A systematic analysis of the steps to four-year college enrollment. *Research in Higher Education* 2011;**53**:506–49.
[15] Klasik D. The ACT of enrollment: The college enrollment effects of state-required college entrance exam testing. *Educational Researcher* 2013;**42**:151–60.





Average SAT scores are presented below. Despite a much higher percentage of students taking the SAT, average scores are comparable to local schools and districts (where typically the strongest students take the SAT).


Average SAT score
1600
1568
1536
1504
1472
2013
2014
2015
1569
1518
1512
1558
1523
1501
1528
1503
1500
1489
1486
High Tech High North County
San Marcos HS
Mission Hills HS
San Marcos Unified


Average SAT score
1500
1450
1400
1350
1300
2013
2014
2015
1469
1435
1430
1422
1423
1362
1352
1340
High Tech High Chula Vista
Hilltop HS
Chula Vista Senior HS
Sweetwa...

d. College Attendance

Although increasing levels of college debt are an issue, college graduation leads to lower unemployment and higher salaries and so remains an important goal and a theoretical opportunity for social mobility, and social change.

However, in 1970, 40% of 24 year olds in the top quartile by family income had earned a Bachelors of Arts ("**B.A.**"), compared to 6% from the bottom quartile. In 2013, the top quartile number had leaped to 77% even as the bottom quartile had barely budged to 9%.[16]

In California there is a pervasive narrative that a great option to get a B.A. is to attend community college for two years to save money, and then transfer to a 4-year college for two more years to get the B.A. However, only 13% of low income students (and only 18% of high income students) who begin at a two-year institution earn a B.A. within six years, compared to 47% of low income students (and 76% of high income students) who begin at a four-year institution.[17] Accordingly, High Tech High began a strong push in 2015 to move more graduates into enrolling directly into 4-year colleges.

96% of HTH SBC school graduates are college bound. By way of comparison, only 60% of high school graduates in the State of California continue on to a four or two-year college.

73% of HTH SBC school graduates are attending a four-year college. In contrast, only 35% of high school graduates in the State of California continue on to a four-year college.

The following chart contains the combined college attendance data for HTHCV and HTHNC up through and including 2016.

Percent of HTH SBC Students Attending College

	2011	2012	2013	2014	2015	2016
HTHNC	94.8%	96.8%	90.9%	95.6%	93.8%	96.0%
HTHCV	97.1%	98.5%	99.3%	95.7%	97.8%	96.0%

[16] Cahalan M, Perna L. Indicators of higher education equity in the United States. 2015. http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf
[17] Ibid.

Percent of HTH SBC Students Attending a Four-Year College

	2011	2012	2013	2014	2015	2016
HTHNC	62.9%	54.7%	59.6%	59.6%	71.1%	74.4%
HTHCV	64.0%	55.8%	55.7%	59.4%	62.6%	71.3%

The table below shows the rate of HTH SBC students attending UC and CSU schools compared to the rate for the State of California.

UC and CSU Attendance Rate

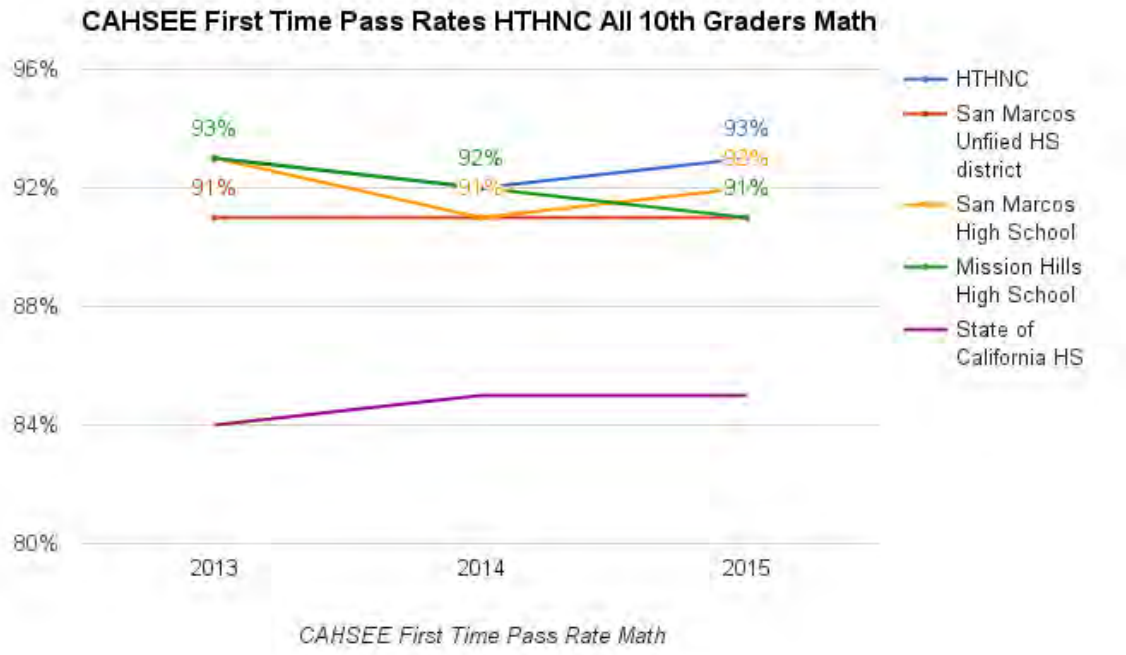
	Attending UC Schools	Attending CSU Schools
High Tech High North County	22% (2016) 17% (2015) 11% (2014) 12% (2013)	31% (2016) 35% (2015) 27% (2014) 30% (2013)
High Tech High Chula Vista	18% (2016) 18% (2015) 16% (2014) 22% (2013)	42% (2016) 23% (2015) 31% (2014) 18% (2013)
State of California[18]	7% (2013)	14% (2013)

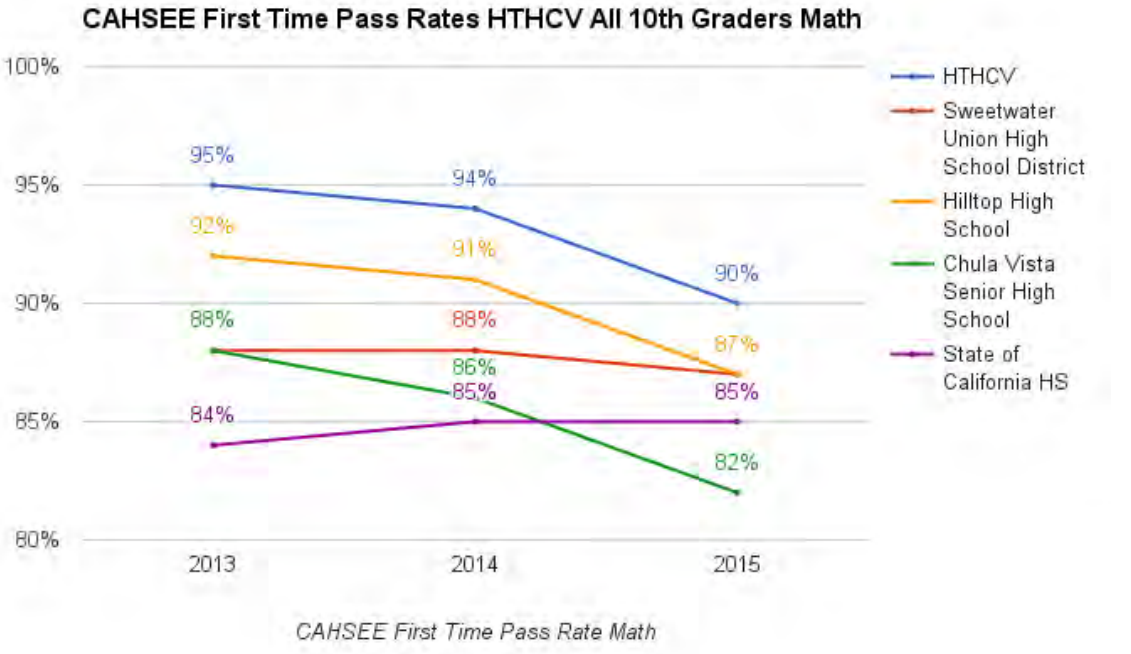
In addition to UC/CSU schools, HTH SBC graduates are attending other selective four-year schools in and out of the state. Other notable universities HTH students have been accepted to include: Stanford University, Yale University, Brown University, Columbia University, Cornell University, Dartmouth College, Smith College, Kenyon College, and University of Southern California.

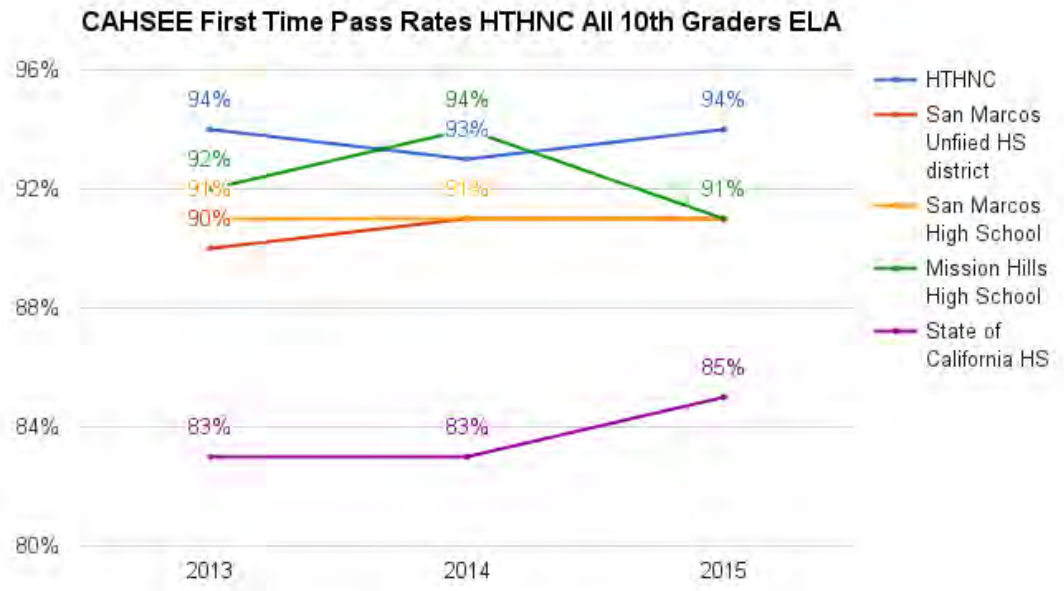
2. HTH CAHSEE Performance Data Supports Renewal

The first time pass-rate on the CAHSEE for HTH SBC students exceeded the pass rate of students in the neighboring schools, districts, and the state.

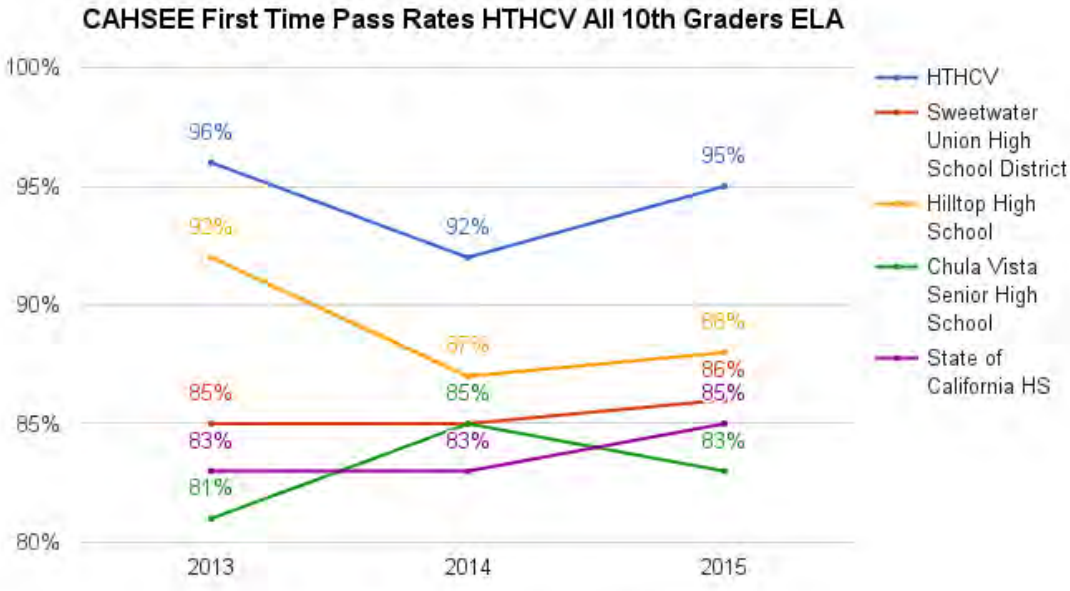
[18] Latest state data available dates to 2013: http://collegecampaign.org/wp-content/uploads/2015/05/2015-Access-Denied_Full-Report_FINAL.pdf


CAHSEE First Time Pass Rates HTHNC All 10th Graders Math
96%
92%
88%
84%
80%
2013
2014
2015
93%
92%
93%
91%
91%
91%
HTHNC
San Marcos Unfiied HS district
San Marcos High School
Mission Hills High School
State of California HS
CAHSEE First Time Pass Rate Math

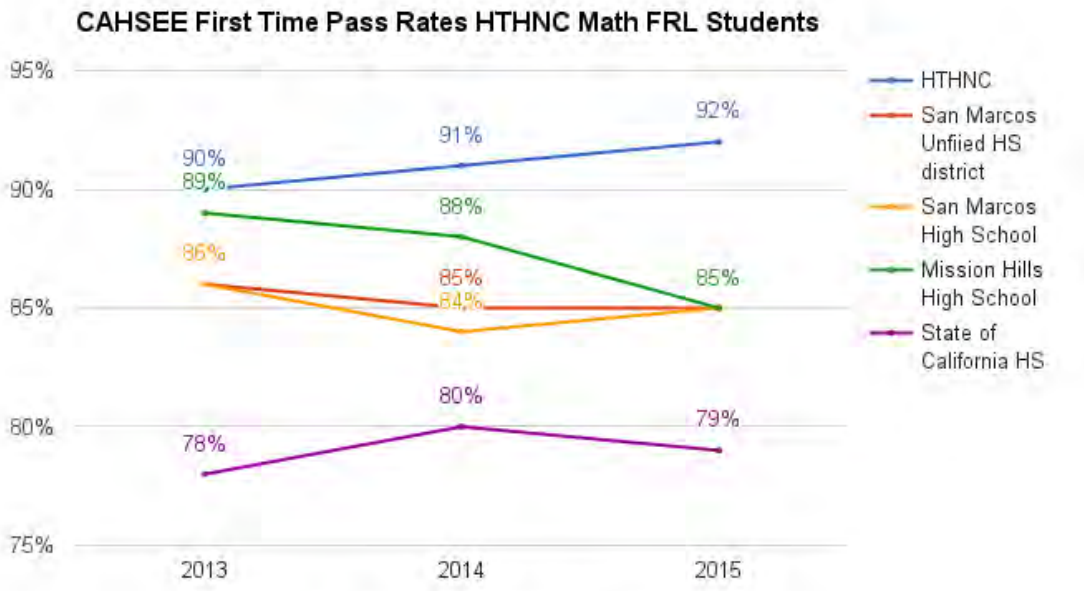

CAHSEE First Time Pass Rates HTHCV All 10th Graders Math
100%
95%
90%
85%
80%
2013
2014
2015
95%
94%
90%
92%
91%
87%
88%
88%
85%
86%
85%
84%
82%
HTHCV
Sweetwater Union High School District
Hilltop High School
Chula Vista Senior High School
State of California HS
CAHSEE First Time Pass Rate Math



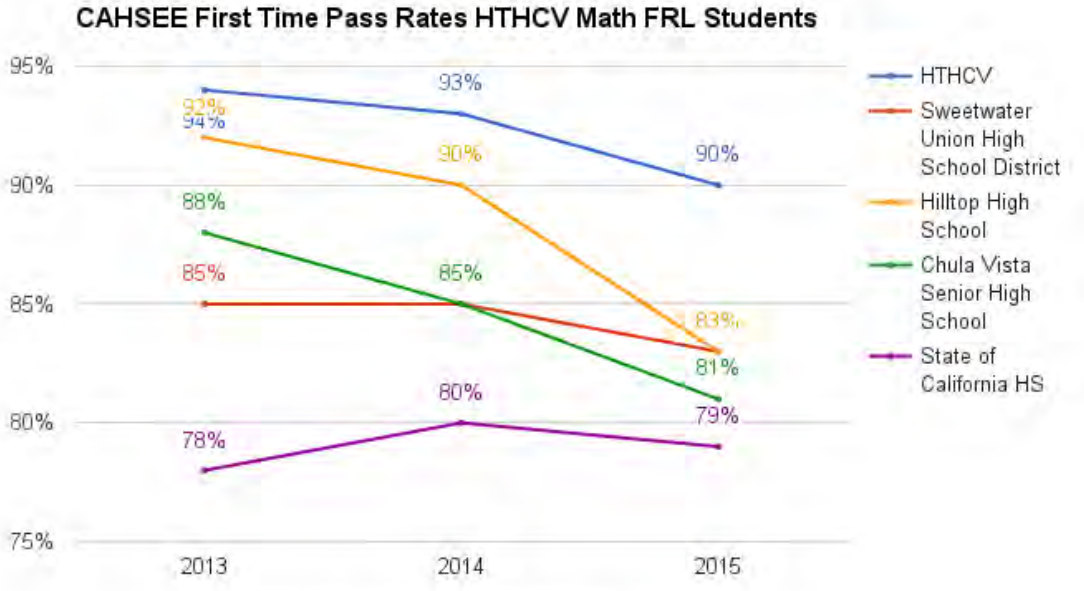
CAHSEE First Time Pass Rates ELA



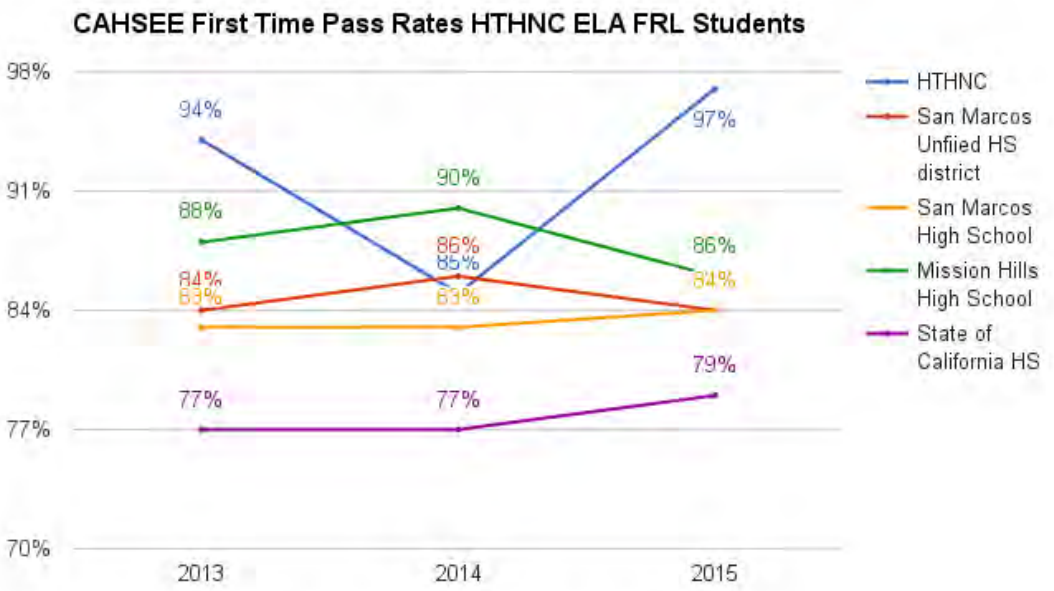
CAHSEE First Time Pass Rates ELA



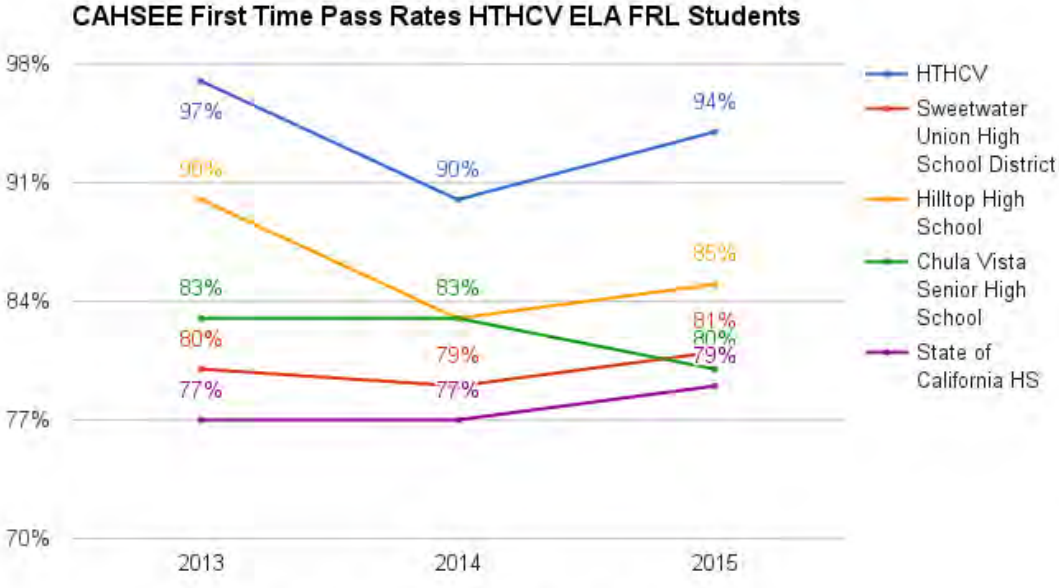
CAHSEE First Time Pass Rates Math FRL Students



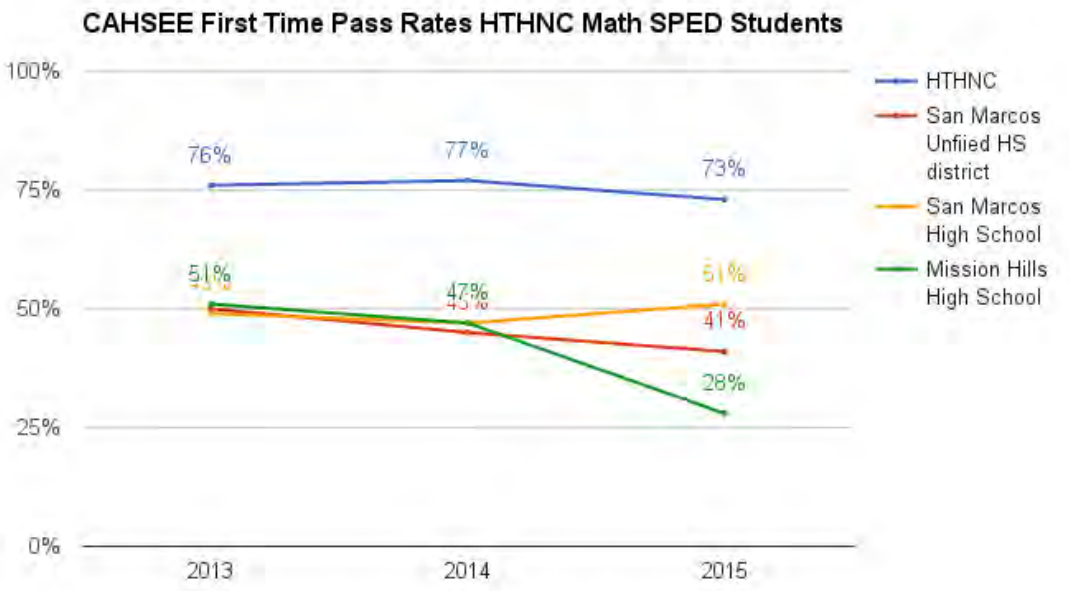
CAHSEE First Time Pass Rates Math FRL Students



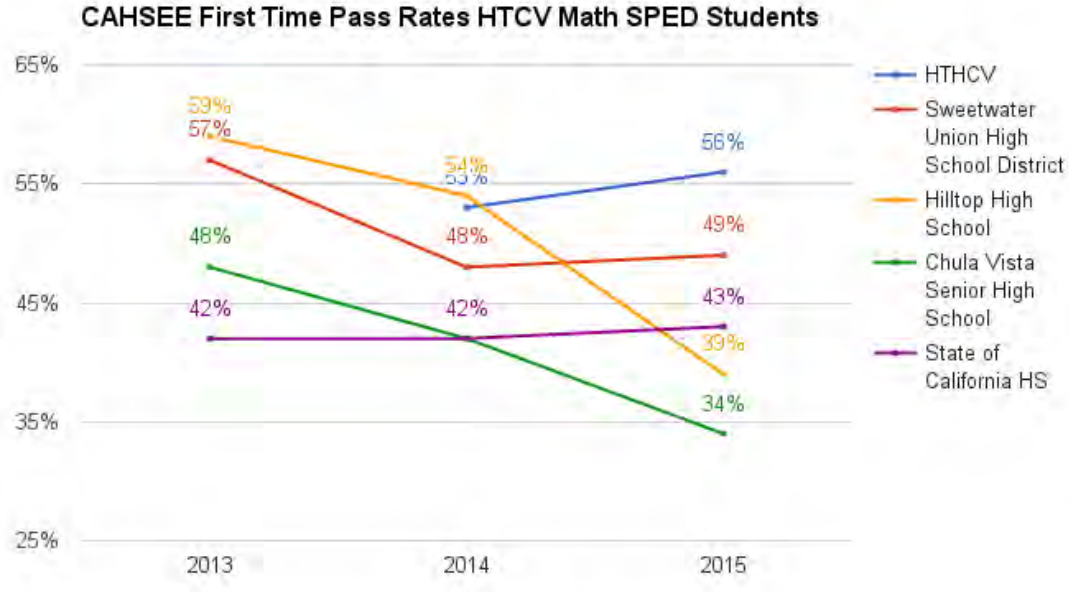
CAHSEE First Time Pass Rates ELA FRL Students



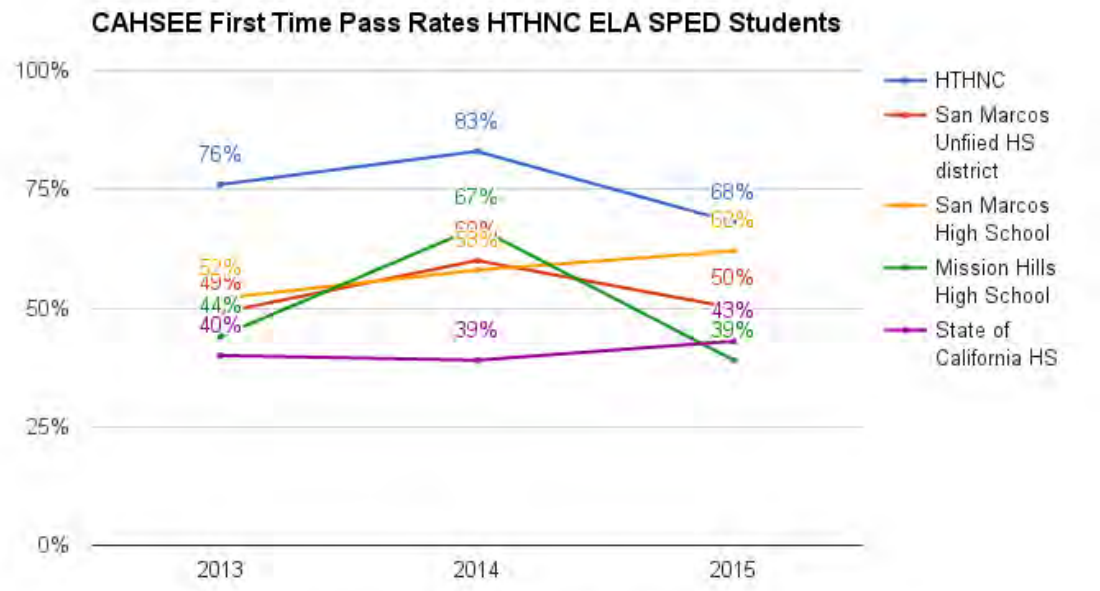
CAHSEE First Time Pass Rates ELA FRL Students



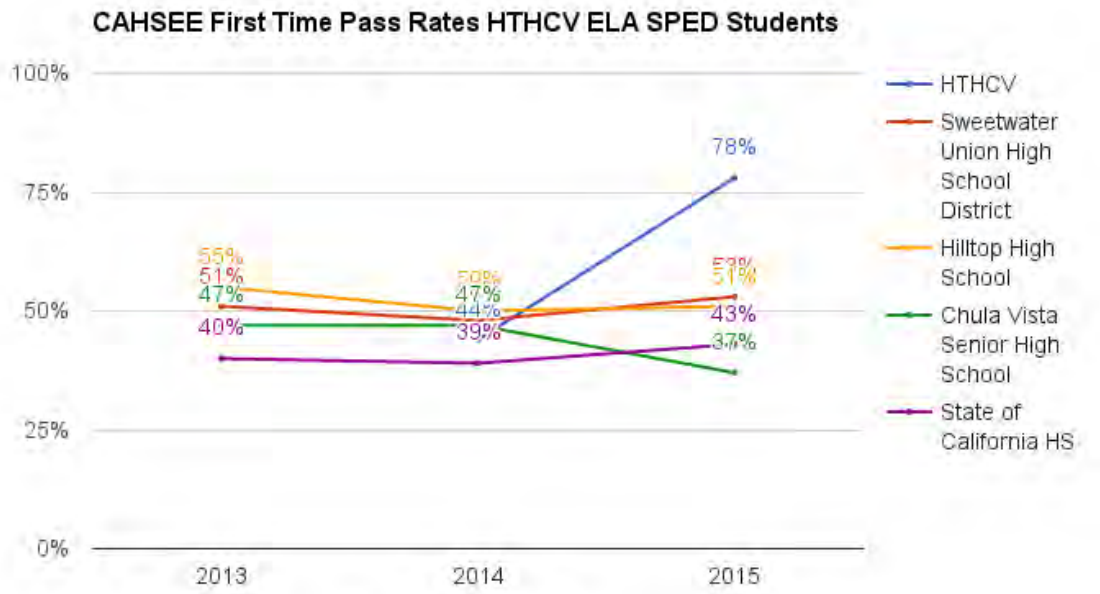
CAHSEE First Time Pass Rates Math SPED Students



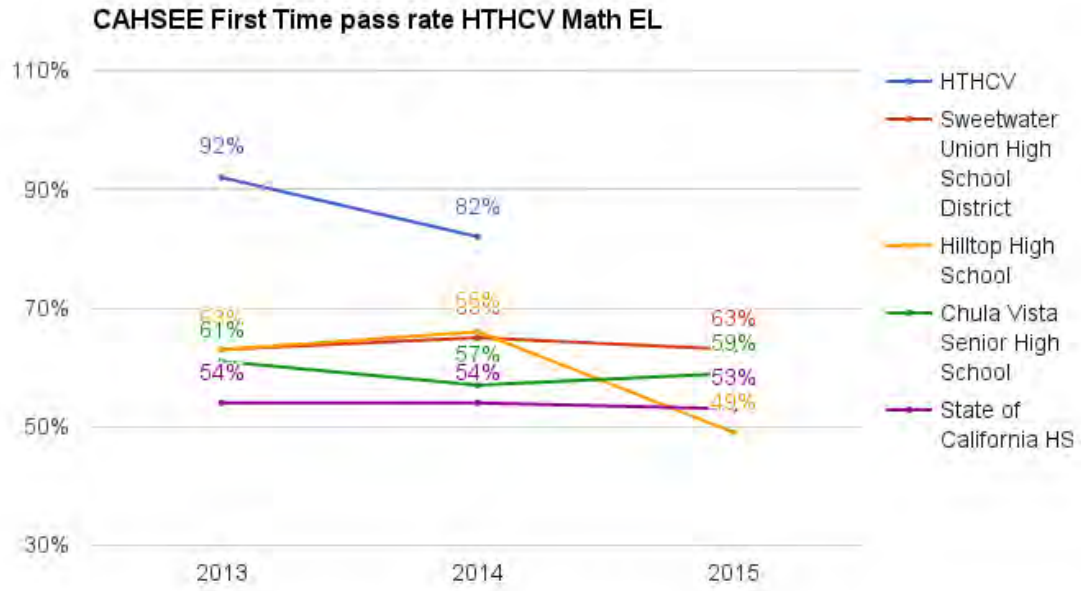
CAHSEE First Time Pass Rates Math SPED Students



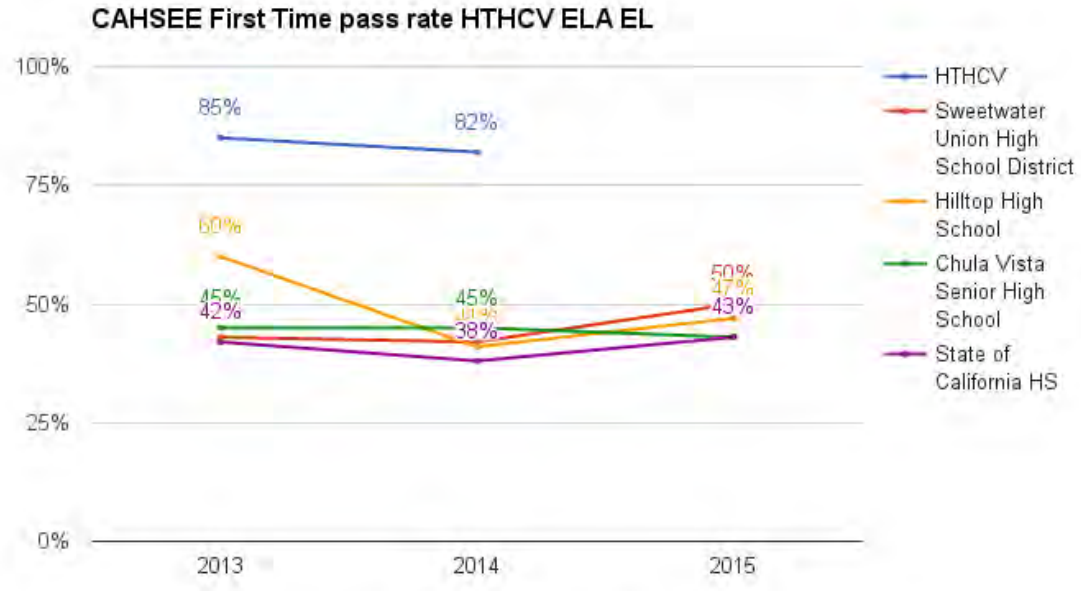
CAHSEE First Time Pass Rates ELA SPED Students



CAHSEE First Time Pass Rates ELA SPED Students



CAHSEE First Time pass rate Math EL



CAHSEE First Time pass rate ELA EL

Note that all available English Learners ("**EL**") data has been included.

3. HTH CAASPP Data Supports Renewal

CAASPP Overview

In general, HTH has focused on project based learning and other forms of student centered approaches without much focus on standardized tests. Despite this, at the middle school and high school levels, HTH SBC schools generally perform similarly to comparable/neighboring schools and the state. At the elementary school level, there is room for improvement. As a result of this latest CAASPP data, HTH is now focused on how to both retain its focus on project based learning, while increasing performance on the CAASPP across grade levels. Additionally, CAASPP data shows that increased focus on English Learners is needed.

During the Fall of 2016, a team of HTH school directors, educators from the Center[19], and administrators was composed to review the latest HTH CAASP data and the preliminary analyses of the data. Multiple such meetings have been held and the group has been engaged in a deep review of the CAASP including a review of Smarter Balanced test questions. There has been an emerging consensus that HTH wants to see students performing better on these tests, with a particular focus on low income and EL students. Accordingly, the topic of CAASP and HTH's approach to the test have become a focal point of the planned professional development work slated for the 2016-2017 school year, and the work of developing systems to increase performance on these measures has begun.

In the meantime, the following offers a preliminary analysis of the HTH SBC school CAASP data in support of renewal.

High School CAASPP Data

On both the English and Language Arts ("ELA") and Math sections of the CAASPP, results for HTH SBC high school students are comparable to or higher than those of students in neighboring/comparable schools and the state, although HTHCV math scores dipped in 2015-2016. The school is implementing a plan for improvement.

Middle School CAASPP data

On both the ELA and Math sections of the CAASPP, results for HTH SBC middle school students are similar to those of students in neighboring/comparable schools and the state.

Elementary CAASPP Data

Math scores at HTeCV are similar to those of students in neighboring/comparable schools and the state. Math scores at HTeNC and ELA scores at HTeNC and HTeCV are low. To address this and in order to support growth in achievement, HTH is acutely focused on the Smarter Balanced test and CAASPP performance in particular.

[19] The Center is the HTH Center for Equity and Innovation, referenced and defined on pp. 4 under the section entitled, Statewide Benefit.

As noted above, High Tech High traditionally has focused on project based learning and other forms of student-centered practices and, by comparison, has not invested as much time and resource in preparing for standardized tests. The CAASPP data has presented HTH with the challenge of finding a way to both meet its program tenets while improving upon and raising performance on the test, particularly at the elementary school level.

One mitigating factor in the data below is that HTeNC in particular just completed its third year as a school, and took in a large number of new students the past two years. Internal data shows that students who have been at the school longer perform better on these tests:

3rd grade ELA scores

years at school	% nearly met, met, or exceeded
1	40%
2	48%
3	58%

HTH understands there are several factors influencing results including basic numeracy and literacy skills, acclimation to the kinds of questions asked on the test, and experience with the computer interface. HTH is in the process of examining strategies and developing a plan for improvement. The schools are committed to improving on these measures, and are setting the goal of doing well on these indicators in particular in relation to low income and EL students.

In regards to English Learners, Hopkins et al.[20] note that "under current policy, the more successful schools are in reclassifying their ELs, the more poorly their EL subgroup performance looks" (p. 4) and thus advocate for tracking English Learners for accountability purposes by considering "Total English Learners," i.e. both students still classified as EL and students who have been reclassified. For this reason, and because the total number of students still classified as EL is small at some schools, especially high schools (where only one grade is tested), the data on English Learners is presented combining "EL" and "RFEP" students. High Tech High recently revamped its English Learner plan and has formed an improvement group focused on better serving English Learners, including making sure not to lose sight of students reclassified as fluent English proficient.

[20] Hopkins, M., Thompson, K., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English Learner performance: A key issue in ESEA reauthorization. *Educational Researcher(20)*.

All students						
High						
ELA	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**87%**	93%	93%	**93%**	89%	80%
2016	**95%**	93%	91%	**93%**	87%	78%
Math	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**68%**	74%	70%	**60%**	56%	56%
2016	**70%**	74%	69%	**54%**	57%	51%
Middle						
ELA	**HTMNC**	San Marcos MS	Woodland Park	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**76%**	74%	83%	**78%**	83%	61%
2016	**79%**	77%	84%	**75%**	81%	70%
Math	**HTMNC**	San Marcos MS	Woodland Park	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**69%**	53%	73%	**64%**	74%	52%
2016	**70%**	59%	74%	**60%**	75%	56%
Elementary						
ELA	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**62%**	49%	75%	**59%**	70%	60%
2016	**58%**	54%	74%	**61%**	75%	73%
Math	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**61%**	43%	74%	**63%**	65%	63%
2016	**45%**	51%	74%	**68%**	74%	62%

% nearly met, met, or exceeded

Free or Reduced Lunch						
High						
ELA	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**94%**	87%	91%	**92%**	87%	79%
2016	**97%**	87%	87%	**93%**	86%	77%
Math	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**61%**	56%	62%	**53%**	58%	55%
2016	**63%**	57%	58%	**47%**	54%	52%
Middle						
ELA	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**71%**	68%	75%	**63%**	76%	57%
2016	**70%**	74%	77%	**70%**	77%	66%
Math	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**60%**	45%	60%	**52%**	64%	48%
2016	**60%**	53%	63%	**49%**	68%	51%
Elementary						
ELA	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**53%**	43%	67%	**53%**	63%	53%
2016	**43%**	53%	64%	**55%**	70%	67%
Math	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**53%**	43%	64%	**56%**	54%	56%
2016	**30%**	49%	64%	**58%**	70%	58%

% nearly met, met, or exceeded

Students with disabilities- Individualized Education Program ("I**EP**")						
Note: In some cases HTH scores dramatically higher than comparable schools; in other cases dramatically lower. We caution that these results are based on small sample sizes.						
High						
ELA	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**61%**	67%	50%	**61%**	42%	37%
2016	**84%**	66%	41%	**57%**	41%	44%
Math	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	**30%**	13%	6%	**11%**	12%	15%
2016	**22%**	18%	9%	**29%**	3%	11%
Middle						
ELA	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**46%**	30%	33%	**43%**	29%	24%
2016	**36%**	31%	31%	**27%**	33%	28%
Math	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**43%**	17%	19%	**29%**	23%	10%
2016	**39%**	14%	17%	**32%**	35%	13%
Elementary						
ELA	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**17%**	20%	34%	**29%**	11%	25%
2016	**14%**	20%	31%	**55%**	23%	28%
Math	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**33%**	18%	43%	**29%**	9%	17%
2016	**14%**	16%	36%	**65%**	14%	17%

% nearly met, met, or exceeded

"Total English Learners" (i.e. EL+RFEP)*						
High						
ELA	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	--	86%	90%	--	84%	76%
2016	**83%**	84%	86%	**100%**	87%	72%
Math	**HTHNC**	San Marcos HS	Mission Hills HS	**HTHCV**	Hilltop HS	Chula Vista Senior HS
2015	--	56%	62%	--	49%	50%
2016	**50%**	53%	57%	**62%**	53%	48%
Middle						
ELA	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**62%**	71%	73%	**77%**	79%	58%
2016	**57%**	73%	72%	**66%**	71%	70%
Math	**HTMNC**	San Marcos MS	Woodland Park MS	**HTMCV**	Bonita Vista MS	Hilltop MS
2015	**47%**	45%	57%	**57%**	69%	49%
2016	**45%**	51%	61%	**41%**	62%	53%
Elementary						
ELA	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**22%**	49%	69%	**27%**	66%	61%
2016	**25%**	53%	67%	**37%**	50%	74%
Math	**HTENC**	Alvin Dunn ES	Twin Oaks ES	**HTECV**	Halecrest ES	Valle Lindo ES
2015	**26%**	40%	65%	**50%**	52%	56%
2016	**20%**	47%	64%	**48%**	52%	60%

% nearly met, met, or exceeded

4. HTH LCAP Data Supports Renewal

a. Elementary Schools - Assessing Literacy Growth

HTeCV and HTeNC have begun tracking literacy data via Fountas and Pinnell (HTeNC) or the Developmental Reading Assessment ("**DRA**") (HTeCV). The tables below show students who are reading on grade level via this measure and students not on grade level who have made at least one year's growth. High Tech High has a team working to be more systematic and consistent in

the collection of this data across its four elementary schools as well as identifying teachers particularly good at moving students towards being on grade level and spreading those practices to other schools.

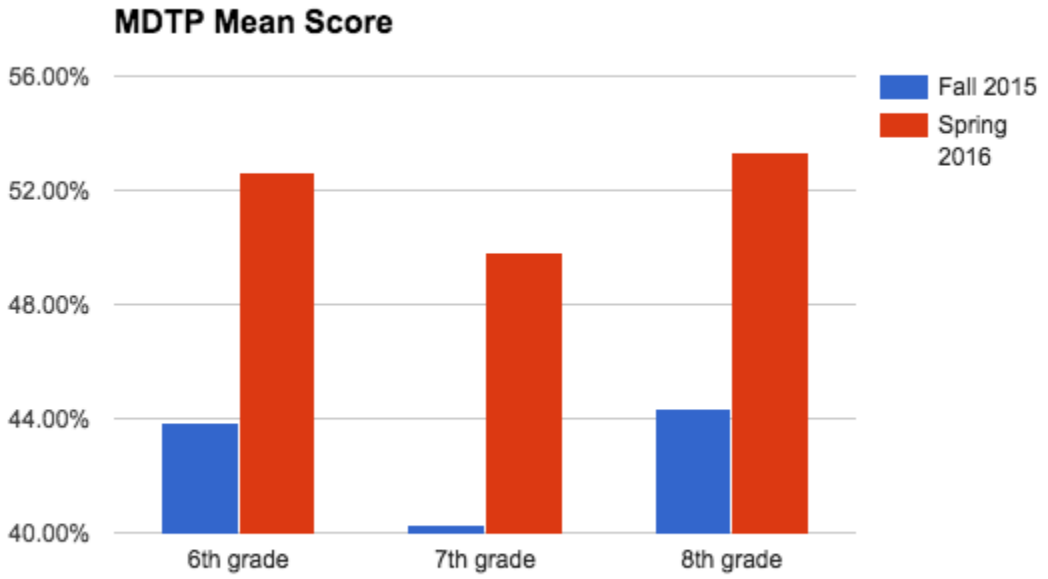
HTeCV Grade	% on grade level	students below grade level who made 1+ year's growth	% students on grade level or making 1+ year's growth
1	31%	26%	57%
2	66%	5%	71%
3	57%	15%	72%
4	41%	21%	63%
5	61%	30%	91%

HTeNC Grade	% on grade level	students below grade level who made 1+ year's growth	% students on grade level or making 1+ year's growth
K	84%	0%	84%
1	70%	25%	95%
2	83%	3%	86%
3	64%	5%	69%
4	59%	7%	66%
5	65%	no pre-data	65%+

b. Middle School - Math Data - Mathematics Diagnostic Testing Project ("MDTP")

To gain further insight into students' mathematical skill growth, HTMNC collected math baseline data using the CSU/UC MDTP assessment in Fall 2015 and assessed students' growth in Spring 2016.

Based on MDTP scoring, the median score at High Tech Middle North County for 6th grade increased 12.5%, for 7th grade 10%, and for 8th grade 6.7% between Fall 2015 and Spring 2016. The mean score also increased approximately 9 percentage points for each grade. More valuable than aggregate data, however, teachers received detailed personalized data profiles showing students' strengths and areas for improvement. This allowed teachers to better prepare and teach.



c. Middle and High Schools - School Climate Data - YouthTruth

In addition to data on student skill development, HTH SBC schools carefully track data regarding school climate. Three measures of student climate include student perception data gathered through the nationally administered and validated YouthTruth survey, suspension rates and chronic absenteeism rates. In this section, HTH presents its YouthTruth survey data.

HTH has always used annual student survey data to gather information regarding the needs and perceptions of students, and to adjust school culture, curriculum and instruction in schools where appropriate. For the past five years, HTH has participated in a nationally administered survey called YouthTruth, a validated survey instrument that measures student perceptions of safety, engagement, and rigor in a quantitative way. Over 250,000+ students from public school districts and charter schools participate in this survey.

On almost every indicator, HTH SBC schools scored in the top quartile on measures of Student Engagement, School Culture, Relationships with Teachers, and Relationships with Peers. In comparison to students in the school districts that participated in the YouthTruth survey, HTH SBC students reported more positive perceptions of:

- **Student Engagement** - This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.
- **School Culture** - This summary measure describes the degree to which students believe that the school-wide culture fosters respect and fairness.

- **Relationships with Teachers** - This summary measure describes the quality of teacher support and personal attention.
- **Relationships with Peers** - This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.
- **Academic Rigor** - This summary measure describes the degree to which students feel they are challenged by their coursework and teachers.

The YouthTruth data points for 2016 demonstrate that HTH schools and faculty are making positive marks when it comes to student engagement, belongingness, school culture, relationships and curriculum.

2016 YouthTruth Data

	Student Engagement Summary Measure	**School Culture Summary Measure**	**Relationships with Teachers Summary Measure**	**Relationships with Peers Summary Measure**	**Academic Rigor Summary Measure**
HTHCV	87th percentile	92nd percentile	94th percentile	99th percentile	71st percentile
HTHNC	72nd percentile	84th percentile	93rd percentile	93rd percentile	68th percentile
HTMCV	85th percentile	88th percentile	89th percentile	95th percentile	60th percentile
HTMNC	94th percentile	94th percentile	98th percentile	95th percentile	78th percentile

d. All Schools - School Climate Data - Chronic Absenteeism

HTH has also been tracking and attempting to improve chronic absenteeism. Chronic absenteeism, defined as missing 10% or more days of school, is estimated to average between 10-15% across the U.S., with even higher rates at early elementary and high school levels.[21]

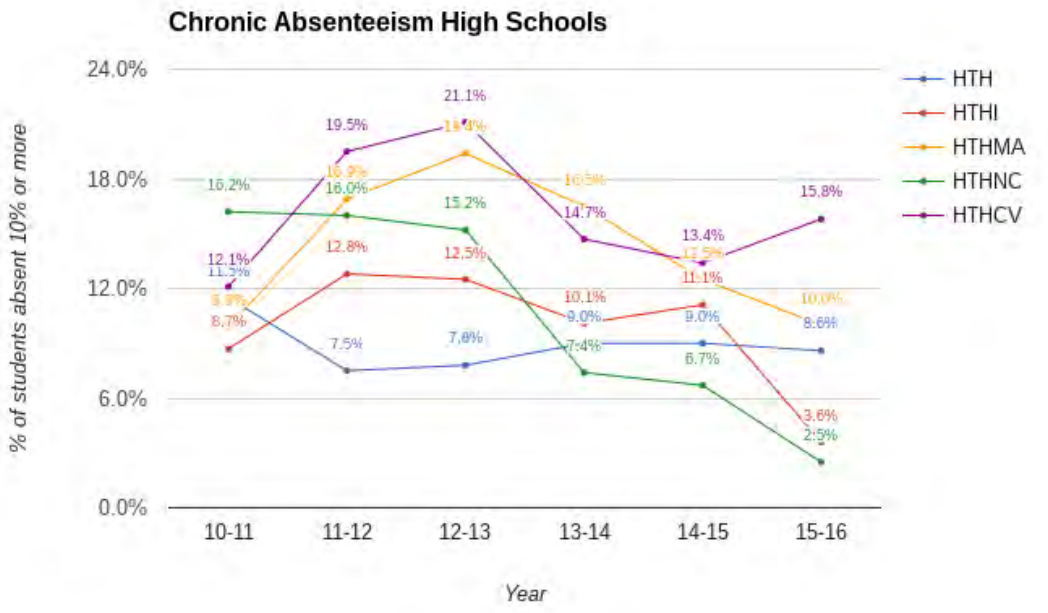
Chronic absenteeism matters to school performance. Frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade[22] and lower

[21] Balfanz R, Byrnes V. The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore, MD: : Johns Hopkins University Center for Social Organization of Schools 2012.
[22] Buehler MH, Tapogna J, Chang HN. Why being in school matters: Chronic absenteeism in Oregon Public Schools. Attendance Works 2012.

likelihood of reading proficiency by the end of third grade.[23] Chronic absenteeism has been found to predict lower National Assessment of Educational Progress ("**NAEP**"),[24] scores dropping out of high school, and lower rates of college persistence.[25]

In recognition of the fact that chronic absenteeism can impact students in significant ways, HTH has begun focusing on tracking and improving chronic absenteeism. In particular, three schools (HTHNC, HTMNC, and HTHI[26]) have engaged in an improvement science project to systematically track and respond to frequent absences. HTHNC piloted this work in 2013-2014 and then HTHI and HTMNC joined this project in 2015-2016.

The work done in relation to tracking and improving chronic absenteeism can be seen in the charts below. In short, efforts appear to correspond with significant improvements in chronic absenteeism at the schools that have been engaged in this study. We are looking to spread these practices to all thirteen HTH sites in the 2016-2017 year.

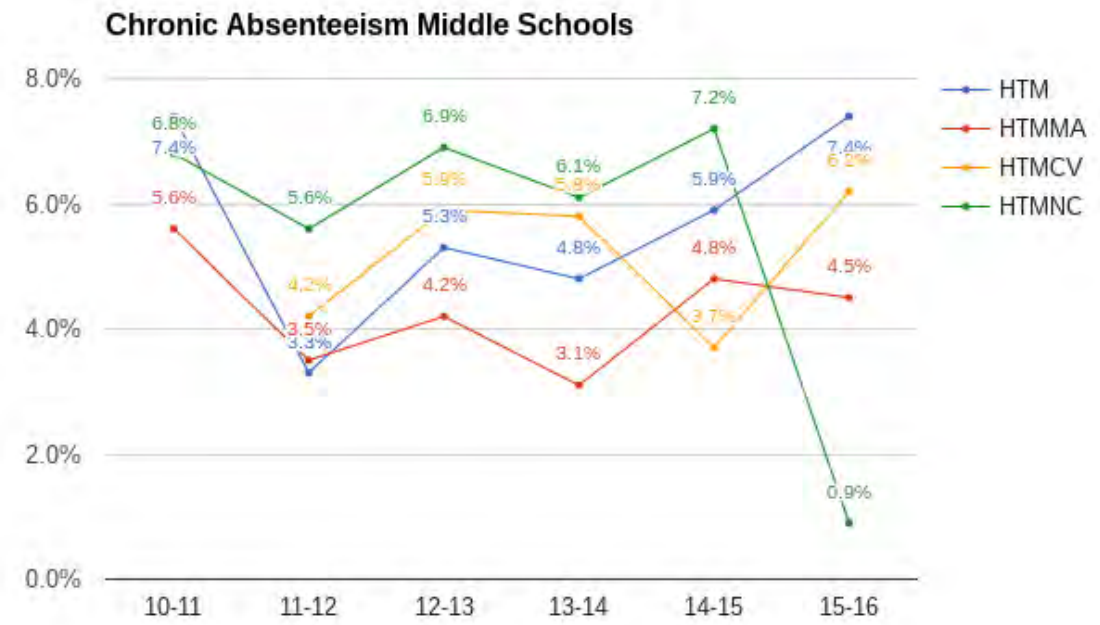


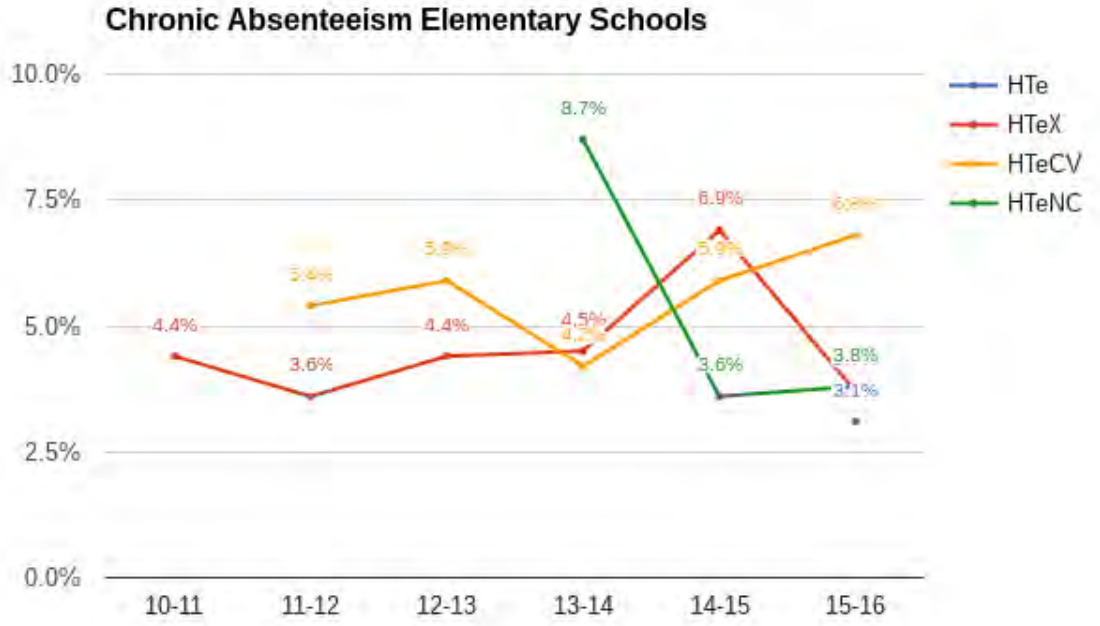
[23] Bruner C, Discher A, Chang H. Chronic elementary absenteeism: A problem hidden in plain sight. *Attendance Works and Child & Family Policy Center* 2011.

[24] Ginsburg A, Jordan P, Chang H. Absences Add Up: How School Attendance Influences Student Success. *Portland, OR: Attendance Works* 2014.

[25] Henderson T, Hill C, Norton K. The connection between missing school and health: A review of chronic absenteeism. Upstream Public Health 2014.

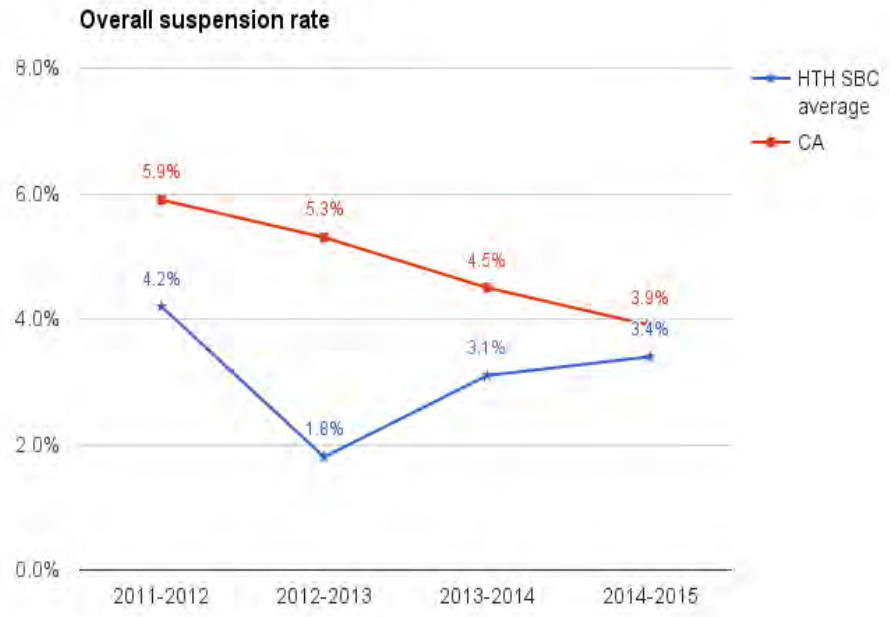
[26] High Tech High International or HTHI is a locally authorized school pre-dating the HTH SBC. The chronic absenteeism data has been tracked as a cohort that includes HTHI. Accordingly, HTHI's results are included in the charts found in this section although the HTHI data is not pertinent to the HTH SBC analysis.


Chronic Absenteeism Middle Schools
8.0%
6.0%
4.0%
2.0%
0.0%
10-11
11-12
12-13
13-14
14-15
15-16
HTM
HTMMA
HTMCV
HTMNC
6.8%
7.4%
5.6%
5.6%
6.9%
5.9%
6.1%
5.9%
7.2%
5.9%
7.4%
6.2%
5.3%
4.8%
4.8%
4.5%
4.2%
4.2%
3.7%
3.5%
3.3%
3.1%
0.9%

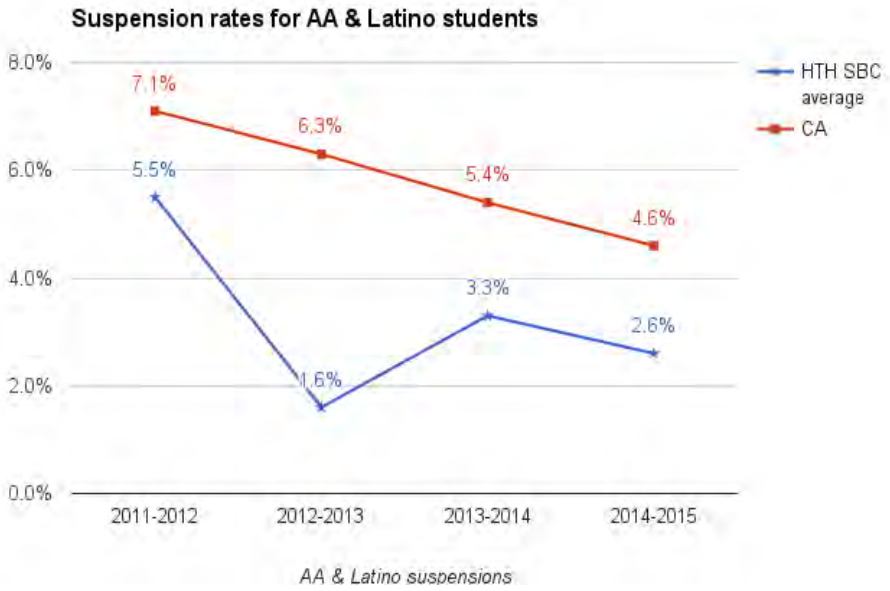

Chronic Absenteeism Elementary Schools
10.0%
7.5%
5.0%
2.5%
0.0%
10-11
11-12
12-13
13-14
14-15
15-16
HTe
HTeX
HTeCV
HTeNC
8.7%
6.9%
5.4%
5.9%
4.4%
4.4%
4.5%
4.2%
3.6%
3.6%
3.8%
3.1%

e. All Schools - School Climate Data - Suspension Rate Data

Consistent with the state and national focus on the multifaceted issue of student suspension, High Tech High has taken efforts over the past few years to examine its practices in the area of school suspension. Four years of HTH suspension rate data, in comparison to state rates, are shown below. These charts demonstrate the "unduplicated count" of suspensions, meaning the percentage of students suspended one or more times during the course of the year.



Overall suspension rate



AA & Latino suspensions

B. Section 47607(b)(2) - Criterion 2: Met by HTMCV, HTHCV, HTMNC and HTHNC
All but one of the HTH SBC schools with available data (the newest school having available data, HTeCV) ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

The table below lists the statewide rankings for the HTH SBC schools for 2011, 2012, and 2013 (the last three years that the State Board of Education produced API reports and rankings.) All HTH SBC middle and high schools met this criterion for renewal because they all achieved a statewide ranking above a four in these three years.[27]

School Year	2011	2012	2013
High Tech High North County	8	7	7
High Tech High Chula Vista	5	6	6
High Tech Middle North County	8	8	7
High Tech Middle Chula Vista	NA	5	5
High Tech Elementary Chula Vista	NA	3	2
High Tech Elementary North County	NA	NA	NA

C. Section 47607(b)(1) - Criterion 1: Met by HTHCV and HTMNC
Two of the HTH SBC sites, HTHCV and HTMNC, have attained their Academic Performance Index (API) growth targets in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

Although the API measure is a dated one, HTH offers the following in relation to meeting the renewal standards currently outlined in Section 47607. The most recent API reports illustrate the following[28]:

[27] No API report was produced for High Tech Elementary North County in 2011, 2012, or 2013 because the first year of the school's operation was 2014-2015

[28] Our three youngest schools had only one opportunity (HTMCV and HTeCV) or no opportunity (HTeNC) to attain their API growth targets.

- HTHCV met its API Growth Targets school-wide in 2011, 2012, and 2013, and its subgroup targets in 2011.
- HTMNC met its API Growth Targets school-wide in 2011, 2012, and 2013, and its subgroup targets in 2011 and 2012.
- HTHNC met its API Growth Target school-wide in 2011.

School Year	**2011**		**2012**		**2013**	
	School	**Subgroup**	**School**	**Subgroup**	**School**	**Subgroup**
High Tech High Chula Vista	Yes	Yes	Yes	No	Yes	No
High Tech High North County	Yes	No	No	No	No	No
High Tech Middle North County	Yes	Yes	Yes	Yes	Yes	No
High Tech Middle Chula Vista	NA		B	B	No	No
High Tech Elementary Chula Vista	NA		B	B	No	No
High Tech Elementary North County	NA		NA		NA	

THE FIFTEEN REQUIRED CHARTER ELEMENTS (A-O)

Element One (A) -- Educational Program

Below HTH describes its educational design principles and program in accordance with Education Code Section 47605(b)(5)(A).

1. Design Principles

Equity

High Tech High is an equity project. Teachers work to address inequities and help students reach their full potential. Our schools are intentionally diverse and integrated, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. High Tech High has an acute focus on college entrance and college completion for all students.

Personalization

High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work

High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.

Collaborative Design

High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

2. Mission and Goals

All HTH schools, whether at the elementary, middle or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship. In this context, the primary goals are:

- To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.
- To prepare students for postsecondary education and for leadership in a high technology society by integrating technical and academic education in schools.
- To increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.
- To improve public education in California by training and preparing educators to teach in, and lead, innovative public schools.

Teachers at High Tech High create learning experiences designed to foster Deeper Learning competencies[29] in students including:

- Critical Thinking and Problem Solving
- Collaboration
- Effective Communication
- Self-Directed Learning
- Academic Mindset
- Mastery of Core Academic Content

Development of these Deeper Learning competencies prepares students to navigate the complex challenges of our increasingly multicultural society and global economy.

3. The School's Curriculum and Instructional Design
Basic Overview of Implementation

State Standards

High Tech High's course requirements meet state standards including Common Core State Standards ("**Common Core** or **CCSS**"), NGSS, and remaining state content standards. HTH schools offer the number of minutes of instruction and days of instruction as required by law. HTH teachers work in teams to create curriculum that is integrated across subjects and aligned with CCSS.

Eight State Priorities

The chart below demonstrates the way in which HTH proposes to address the eight state priorities in the context of its program. While the particular goals and measures may vary from year to year depending on school LCAPs, evaluations and findings, the following is representative of the goals, actions and outcomes under each priority.

[29] Definition of "Deeper Learning," from The Hewlett Foundation. See, http://www.hewlett.org/programs/education/deeper-learning/what-deeper-learning

California's Eight State Priorities:
HTH's Goals, Actions, and Outcomes[30]

STATE PRIORITY 1 -- BASIC SERVICES: : Providing all students with access to credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.	
ANNUAL GOALS:	1. All HTH teachers will be credentialed or in an intern credentialing program. 2. All students including subgroups will have will have access to necessary instructional materials that support rich projects, informed by the Common Core State Standards. 3. HTH is committed to maintaining environmentally friendly building practices as exemplified by HTH SBC buildings being LEED certified.
ACTIONS:	1. Credentialing: a. HTH will maintain all of the necessary documents for each teacher including verification of a credential, CLAD certifications, and copies of live scans. b. School directors will hire, develop and retain qualified teachers. c. Teachers will have access to ongoing quality professional development. During the 15/16 school year HTH teachers participated in the following PD experiences: Teachers' College reading and writing workshop, Carnegie Foundation SAIC improvement community, College, Career, and Civic readiness NIC, and Project Ascent. 2. Materials: a. Each teaching team will have funding to spend on instructional materials to support rich common core aligned projects b. Schools will provide funding for science

[30] The school LCAPs will address how each school meets the eight state priorities with more specificity. This chart is intended to be demonstrative only of the way in which HTH may approach the priorities.

	teachers to purchase instructional materials to support inquiry-based science aligned with NGSS. 3. Continue to perform necessary maintenance and repairs to ensure our buildings continue to be LEED certified
MEASURABLE OUTCOMES:	1. Maintain credentialed, quality, appropriately assigned teachers 2. Teachers will have access to a budget to purchase instructional materials 3. Facilities will continue to be LEED certified
STATE PRIORITY 2 -- IMPLEMENTATION OF STATE STANDARDS: Implementation of California's academic standards, including the CCSS in English language arts and math, NGSS, English language development, history social science, among others as applicable.	
ANNUAL GOALS:	1. All students will have will have access to rich projects, informed by the CCSS. Projects will be CCSS-aligned in ELA and Math across all grades. 2. High Tech High will continue to be involved in a partnership to roll out NGSS.
ACTIONS:	1. Continue to provide teachers with a budget to purchase instructional materials to support CCSS-aligned projects. 2. Continue to support science faculty in the transition to NGSS through our participation in the NGSS early implementers grant. 3. Continue work with the EL team and staff members in an effort to support EL students in accessing the curricular offerings.
MEASURABLE OUTCOMES:	1. Students, including all subgroups and all grade levels served, have access to rich CCSS-aligned projects. 2. All students will experience annual reading and math growth as measured by at least one of the following CCSS-aligned measures: Fountas & Pinnell Text Level Ladder of Progress, NWEA MAP assessments, and/or SBAC scores. 3. Student project exhibitions will include

	evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.
STATE PRIORITY 3 – PARENTAL INVOLVEMENT: Schools will make efforts to seek input from all parents and to seek parental involvement, including efforts to promote parent participation in programs that meet the needs of their students and all students.	
ANNUAL GOALS:	1. HTH will involve parents as partners in our school community through meetings, educational events, and shared decision-making opportunities as appropriate. 2. All families will feel welcome, heard, and engaged at school.
ACTIONS:	1. HTH will provide parents with frequent newsletters that include information about projects and upcoming school events. 2. Parents will have multiple ways of participating in the school community including drop in office hours, Student Led Conferences, Exhibitions, POLs, tPOLs, and formal meetings. These formal meetings include LCAP, Title 1, and ELAC meetings, among others.
MEASURABLE OUTCOMES:	1. Continuous improvement on the family attendance rate at either an Exhibition or Student Led Conference. 2. Well attended formal meetings seeking parent input (e.g., meetings regarding LCAP, Title I, ELAC, etc.)
STATE PRIORITY 4 -- STUDENT ACHIEVEMENT: Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness including: A. CA Assessment of Student Performance and Progress (CAASPP) B. The Academic Performance Index (API) (as available) C. Percentage of students who are college and career ready D. Percentage of EL students who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.	

ANNUAL GOALS:	1. HTH students will meet or exceed the performance of students from comparable schools in relation to: a. CA Assessment of Student Performance and Progress (CAASPP) b. The Academic Performance Index (API) (as available) c. Percentage of students who meet the A-G requirements d. Percentage of EL students who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) e. EL reclassification rate f. Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.
ACTIONS:	1. HTH will provide an enriching project based curriculum that factors in CCSS at all grade levels k-12, and NGSS as appropriate. 2. HTH directors and teachers will engage in improvement science projects to address the following areas of students achievement across the organization: literacy, mathematical agency, college access, college persistence, rate of various subgroups completing honors courses, rate of various subgroups receiving D/F's. 3. HTH will continue to enroll all high school students in A-G approved course work. 4. HTH students will prepare for and take the SAT /ACT. 5. HTH college counseling and faculty will continue to support students in the work of preparing applications to college.

	6. HTH will work on an improvement project designed to increase the number of families completing the FAFSA. 7. HTH will support EL students toward English language proficiency by continuing to coordinate efforts among the EL Team, and providing relevant professional development opportunities.
MEASURABLE OUTCOMES:	1. Increase in the rate of HTH k-5 students either meeting or exceeding ELA and Math standards on CAASP in comparison to the 16/17 test across our elementary schools 2. Internal multiple measures of student achievement in areas of literacy, mathematical agency, college access, college persistence, rate of various subgroups completing honors courses, rate of various subgroups receiving D/F's will be tracked in the context of improvement science work. 3. Meet or exceed the percentage of HTH high school students who complete A-G coursework 4. Meet or exceed the percentage of HTH high school students who complete the SAT /ACT 5. An increase in the rate of HTH senior student families will complete the FAFSA 6. An increase in the rate of HTH students who attend college 7. An increase of HTH students who demonstrate college preparedness pursuant to the Early Assessment Program
<u>STATE PRIORITY 5 – STUDENT ENGAGEMENT</u>: Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.	
ANNUAL GOALS:	1. HTH will strive to improve school attendance at its k-12 schools.

	2. HTH will strive to reduce chronic absenteeism rates at its k-12 schools. 3. HTH will maintain or improve its high school graduation rate.
ACTIONS:	1. HTH will continue improvement projects aimed at further reducing the rate of chronic absenteeism 2. All HTH students will have access to teachers during office hours. In addition, students will have access to clubs, sports, and other activities before, during, and after the school day. 3. All students and their parents/guardians will have access to our Student Information System Power School to access their attendance records and academic progress. 4. HTH will continue its improvement science projects aimed at increasing the number of high school graduates who apply to, are admitted to and matriculate to college/university.
MEASURABLE OUTCOMES:	1. Reduce the rate of chronic absenteeism organization wide 2. Increase attendance rate 3. HTH teachers will continue to maintain quality supportive relationships with students as measured by the Youth Truth survey. HTH will remain above the 85th percentile in a summary measure describing the quality of teacher support and personal attention.
STATE PRIORITY 6 – SCHOOL CLIMATE: Highlighting school climate through a variety of factors that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.	
ANNUAL GOALS:	1. Maintain or reduce the rate of pupil suspensions. 2. Maintain or reduce the rate of pupil expulsions. 3. Create learning communities where students,

	parents and staff members believe they are valued, respected, safe and connected as measured by internal surveys such as Youth Truth.
ACTIONS:	1. Continue to develop supportive relationships with all students in classrooms, advisories, and in the school community at large. 2. Continue to use restorative justice practices, among others, in the course of student discipline. 3. Offer the Youth Truth survey and other internal surveys to gauge school community climate.
MEASURABLEOUTCOMES:	1. Maintain HTH SBC suspension rates at/or below current rates 2. Maintain HTH SBC expulsion rates at or below current rates 3. Youth Truth and other surveys demonstrate student engagement, belongingness, and satisfaction.
STATE PRIORITY 7 – COURSE ACCESS: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRL, or foster youth), and students with exceptional needs.	
ANNUAL GOALS:	1. All students will be engaged in project based deeper learning experiences that relate to CCSS and, to the extent appropriate, NGSS. 2. HTH will continue to enroll all high school students in A-G approved course work. 3. HTH teachers will continue to create and direct diverse, innovative curricula to pursue rigorous, in-depth learning, with personalized, and project-based learning practices. 4. HTH staff and faculty will support HTH's inclusion model of practice.
ACTIONS:	1. Continue to provide teachers with professional development opportunities and budgets to purchase instructional materials that promote

	deeper learning experiences for students. 2. Continue to provide formal and informal professional development opportunities for staff members to develop practices in relation to serving general education students, students with exceptional needs, EL students, and others.
MEASURABLE OUTCOMES:	1. The number of professional development opportunities designed to improve teaching practices. 2. The number of professional development opportunities designed to address improvement in the area of service to unduplicated groups. 3. Meet or exceed the current percentage of HTH high school students who complete A-G coursework.
STATE PRIORITY 8 –OTHER PUPIL OUTCOMES: Measuring other important indicia of student achievement. The arts and college admissions may be considered in addressing this priority.	
ANNUAL GOALS:	HTH high schools will: 1. Increase the percentage of high school students who meet the A-G requirements 2. Increase the percentage of high school students who take the SAT or ACT 3. Increase the percentage of students who apply to college 4. Increase the number of senior student families who complete the FAFSA
ACTIONS:	1. HTH will continue to enroll all high school students in A-G approved course work. 2. HTH students will prepare for and take either the SAT or ACT. 3. HTH college counseling and faculty will continue to support students in the work of preparing applications to college. 4. HTH will work on an improvement project designed to increase the number of families completing the FAFSA.
MEASURABLE OUTCOMES:	1. Meet or exceed the current percentage of HTH high school students who

	complete A-G coursework 2. Meet or exceed the percentage of HTH high school students who complete the SAT /ACT 3. An increase in the rate of HTH senior student families will complete the FAFSA 4. An increase in the rate of HTH students who attend college

Three Integrations

Three key integrations unify High Tech High's educational program.

Integrating Students

High Tech High's instructional design is rooted in its commitment to serving students from across the academic spectrum in a fully integrated environment. There is no tracking at any HTH school -- a commitment that extends to special education. Rather than separating students on the basis of perceived ability, students work alongside peers from widely different backgrounds. Underlying this approach is a belief that heterogeneous grouping benefits students from across the academic spectrum--a belief borne out in High Tech High's YouthTruth and college admissions outcomes. Rather than mispredicting students' future trajectories on the basis of perceived academic ability, High Tech High prepares all of its students for admission to a four-year university.

Integrating School and Community

The High Tech High learning environment extends well beyond the walls of its schools to leverage educational opportunities in the community. Students investigate authentic problems confronting the community, conduct scientific and ethnographic research in the field, partner with adult professionals, and create products that benefit stakeholders in the community. At the high school level, each student must complete a workplace "academic internship" of at least 100 hours, an experience that teachers help to facilitate by providing a context where students can reflect on their personal and professional growth.

Integrating Hands and Minds

High Tech High has reversed a 100-year history of separating technical and academic subjects in American high schools by linking the two in a project-based environment. All HTH students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. Both academic and technical strands are strongly in evidence at all HTH schools.

Project-Based Learning

High Tech High's guiding pedagogy, which binds the three integrations, is Project-Based Learning. Project-Based Learning can be defined as[31]:

- 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 materials

HTH's project-based learning approach is the key to its success in serving a diverse population of students. Students become active participants in their learning and are required to demonstrate their learning publicly through exhibitions, presentations, and portfolios, introducing an additional, and arguably more authentic, element of accountability for quality work.

Common Core State Standards

As HTH teachers develop projects that engage student interests, they are mindful of CCSS, as well as NGSS. The dedicated Elementary, Middle, and High School descriptions in section 5 below offer examples of interdisciplinary projects mapped to current California standards.

4. Structures that Support Educational Excellence

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. Project designs are documented and shared on teachers' digital portfolios, and project work is curated publicly in our facilities to make products and process transparent.

To promote excellence in project design and facilitation across all schools and teachers, High Tech High places great emphasis on professional development and adult learning. All new faculty participate in an intensive New Teacher Odyssey week that includes experiential learning, workshops, project tunings, and collaboration time with HTH veterans. At all HTH sites, teachers engage in on-going professional development through daily morning meeting time and dedicated staff days.

[31] Definition from Autodesk Foundation. See http://www.k12reform.org/foundation/pbl/pbl.htm.

Teachers work in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to increase collegial learning through collaboration. To facilitate this collaboration, teaching partners often share a common prep period, a common office, and adjoining classrooms that open up into a common space where the partners can co-teach their shared group of students.

High Tech High directors prioritize instructional coaching and spend a significant percentage of their time observing in classrooms and debriefing with teachers. All HTH schools also have structures for collegial coaching, as well as official mentor-mentee partnerships for teachers undergoing induction.

High Tech High's credentialing program and the HTH GSE provide High Tech High faculty, and teachers throughout the neighboring districts, and elsewhere, with abundant opportunities for professional development, enrichment and growth.

5. Descriptions of Elementary, Middle, and High School Sites

High Tech High's design elements find different manifestations in elementary, middle and high schools. Each is described separately below.

Elementary School Sites

HTH opened its first elementary school site, HTECV, in September of 2011, adjacent to HTMCV and HTHCV. In September 2013 HTH opened its second elementary school site, HTENC, adjacent to HTMNC and HTHNC. The elementary school sites operated under the HTH SBC were patterned after the successful practices developed at Explorer Elementary, which officially joined the HTH family of schools in July of 2005 and is now known as High Tech Elementary Explorer ("**HTEX**").

The elementary school sites feature self-contained classrooms of 20-26 students, grades K-5. Each site maintains three classrooms per grade with 20-22 students in each K-3 class and 24-26 students in grades 4 and 5, resulting in a total enrollment of between 350 and 400 students. The schools are intentionally small, allowing children and adults to form close relationships that challenge and nurture each child as an individual. HTH reserves the right to offer four classes per grade level, which would result in an enrollment of approximately 500 students.

Coursework at HTH Elementary Schools

Like the HTH high schools and middle schools, HTH elementaries are guided by the High Tech High design principles of equity, personalization, authentic work and collaborative design. The elementary faculties create project-based learning experiences with the goal of providing access and challenge to a diverse group of students. Students engage with the world around them by working within projects that help them explore content area topics, and develop skills to apply their new knowledge. Each site has specialized Exploratory teachers providing enrichment in a variety of areas, including science, engineering, visual and/or performing arts.

This learning is made visible during culminating exhibitions, where students present their work to an authentic audience, often outside the school walls. The theory employed at the elementary school 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.

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 26 or fewer. Small class sizes allow each teacher to support a student's unique personality, interests and needs. The educational program emphasizes enabling students to become self-motivated, lifelong learners. The schools see parents as partners and provide them with rich opportunities for involvement in their children's education. For example, there is a Family Collaborative group and a multitude of volunteer possibilities in the schools.
Students at the elementary school sites are provided a strong foundation of skills, which will prepare them for success in HTH middle schools, or any other academically rigorous middle school. Those skills and competencies include:

Academic Skills

- Reading
- Writing
- English Proficiency
- Mathematics
- Listening and Speaking Skills
- Technology Skills

Deeper Learning Competencies

- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- Develop academic mindsets

Personal Qualities

- Responsibility
- Self-esteem
- Empathy
- Integrity

- Self-motivation
- Interpersonal Skills
- Intrapersonal Skills

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

1. Project-based learning
2. Cooperative learning groups
3. Differentiated curriculum
4. Direct Instruction
5. Discussion groups
6. Field trips
7. Flexible scheduling
8. Flexible grouping
9. Individual instruction
10. Interest learning groups
11. Literature circles
12. Skill-based groups
13. Small groups
14. Student demonstration
15. Technology-enabled learning
16. Whole class instruction

The faculty supports all students in developing integrity, confidence, self-efficacy, empathy, curiosity and reflection. The elementary schools are rooted in a belief that all students have the ability to work together to produce meaningful, purposeful high-quality work. The elementary schools maintain a child-centered, project-based curriculum in which there is a balance among children's abilities and interests, learning styles and Common Core standards. Curriculum development is collaborative and ongoing. The program focuses 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 provide a learning environment that is responsive to this research.

Cross-Walking Projects to Standards

As HTH elementary school teachers develop interdisciplinary classroom projects, they are mindful of Common Core and NGSS for grades K-5. Below are examples of HTH elementary school interdisciplinary projects mapped to Common Core standards.

Examples of Projects Mapped to Standards

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
Tidepool Treasures Kindergarten, First Grade and Science	This 12-week project engaged Kindergarten and first grade students in learning about the natural phenomena of tides and the tidepool habitat. Students became experts through authentic field experiences, discussions with professionals, practicing purposeful scientific inquiry, and participating in the critique and revision process. Throughout this project, students developed essential reading, writing, math, and collaborative skills to communicate their learning, and share with others. Kindergarteners studied the tidepool habitat and the relationships between the living and nonliving features in our local tidepools. Students focused on the the essential question: What do animals need to survive? In addition, their driving question: How can we, as animal experts, teach others how to protect the animals that live in the tidepool habitat? Kindergarteners made the following products to demonstrate their learning: - Nonfiction All About books (individual) - Painted Paper Art (Individual) - Nonfiction "Creature Feature" Book (collaborative)	***Kindergarten Common Core State Standards:*** CCSS.ELA-LITERACY.CCK.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., the, of, to, you, she. my, is, are. do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CCSS.ELA-LITERACY.K.RI.2. With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.K.RF.4. Read emergent-reader texts with purpose and understanding CCSS.ELA-LITERACY.K.RI.10. Actively engage in group reading activities with purpose and understanding. CCSS.ELA-LITERACY.K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	First graders studied the natural phenomena responsible for creating the tidepools. By exploring the relationships and patterns between the Earth, Sun, Moon, and our Ocean, students reflected on the driving question: How can we, as first grade scientists, create a product that helps others understand tides and tidepools? First graders made Teach and Learn Interactive Mats to help others: – Understand the moon – Understand the tides – Understand patterns (Earth, Moon, Sun/calendar) – Understand the tidepool habitat and animals – Understand how to go tidepooling	which they name what they are writing about and supply some information about the topic. CCSS.ELA-LITERACY.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-LITERACY.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.MATH.CONTENT.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. CCSS.MATH.CONTENT.K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) ***Kindergarten Next Generation Science Standards:*** K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface (including tidepools). K-LS-1 Use observations to

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		describe patterns of what plants and animals need to survive. K-ESS3-1 Use a model to represent the relationship between the needs of animals and the place they live. K-ESS3-3 Communicate solutions that will reduce the impact of humans on land, water, and other living things in the local environment. ‣Science and Engineering Practices: – Plan and carry out small investigations. – Analyze and interpret data. – Obtain, evaluate, and communicate information. – Students communicate with others in oral and written forms using models and drawings that provide detail about scientific ideas. ***First Grade Common Core State Standards:*** CCSS.ELA-LITERACY.1.RI.1. Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.1.RI.2. Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.1.RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CCSS.ELA-LITERACY.1.RI.8.

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		Identify the reasons an author gives to support points in a text. CCSS.ELA-LITERACY.1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.1.W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). CCSS.MATH.CONTENT.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. CCSS.MATH.CONTENT.1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. ***First Grade Next Generation Science Standards:*** 1-ESS1.A Observe, describe, and predict the patterns of the motion of the moon 1-ESS-1 Analyze and interpret data by using observations to describe patterns in the natural world in order to answer scientific questions 1-LS1-1 Make observations to

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		collect data that can be used to make comparisons 1-LS1.A All organisms have external parts and use the parts in different to see, hear, grasp objects, protect themselves, move from place to place and seek, find and take in food water and air. ***Deeper Learning Competencies*** 1. Master core academic content: Students will develop and draw from a baseline understanding of knowledge of academic discipline (patterns and survival of organisms) and will transfer that knowledge to other situations (tides and tidepool habitat). 2. Think critically and solve complex problems: Students will develop creative tools (books and learning kits) to help others navigate the tidepools safely and with purpose. 3. Work collaboratively: Students will cooperate to identify and create solutions to academic and social needs (helping others to explore tidepools responsibly). 4. Communicate effectively: Students clearly organize their data, findings, and thoughts (student portfolios). 5. Learn how to learn: Students monitor and direct their own learning (through written and oral reflections). 6. Develop academic mindsets:

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		Students develop positive attitudes and beliefs about themselves as learners (through shared field experiences and peer critique to encourage high quality work for each other) that increase their academic perseverance and prompt them to engage in productive academic behaviors.
Big World, Little Library Second Grade, Integrated Literacy and Engineering Project	During this project, students used a variety of resources to research ways children around the world and locally access books, as well as the way access to books can affect a community. Second graders then researched community locations where access to books are limited, and paired with a preschool in these areas to help create a book sharing program on their campus. Students learned from architects and went through the blueprint and critique process to create and build a small free standing structure to serve as the Free Library. Students looked at what makes an effective library, and used data collected on the book preferences of children at the preschool to paint and fill the libraries. Second graders also studied different types of literature and explored illustration techniques as they worked in groups to write high quality and engaging books to	***Common Core State Standards:*** CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot**.** CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	include in the library. Students raised money for the materials required by designing and selling shirts that promoted literacy. This was a 19 week project broken into two distinct segments to better narrow the focus of the various elements of the project. Students will understand the affect access to books has on literacy, and why literacy is important. They will understand different ways to access books around the world and in our community. They will identify a "book desert" in our community and work to bring access to books to that area. Students will learn from experts how to use the draft and critique process to make blueprints and use them to build. Students will also go through the writing process to publish a book.	CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. CCSS.MATH.CONTENT.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Choose Your Own Adventure Fourth grade, Art	4th grade is the year when students across the United States study their state's history. This provides an opportunity for students to learn about people in their family in the past who took risks to shape their futures and who helped provide the students with the opportunities from which they currently benefit. In the Choose Your Own Adventure project, students explore their state and family history by answering the Driving Question, "What makes people take risks?" Using examples of risk taking from personal and state history, taken from a variety of literary contexts, students create their own Choose Your Own Adventure interactive stories. They combine family histories with those of two other students and develop outcomes based on historical probability. Student teams present their adventures in an interactive presentation with an audience of parents and other students. This project is designed to teach state history to 4th graders in a manner authentic to their own lives and experiences. The aim of this project is for students to	***Common Core State Standards:*** CCSS.ELA-LITERACY.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text CCSS.ELA-LITERACY.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. CCSS.ELA-LITERACY.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably CCSS.ELA-LITERACY.4.RL.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	learn more about the motives that brought settlers to their state or country, and to explore decisions that were made and risks that were taken in the process. In teaching this project, there should also be an intentional connection to the students themselves and the risks that have been taken for them and also the risks they have taken and would like to take in the future. **Deeper Learning** Students in this project were required to ask many questions whose answers were not available in a reference book or an online search engine. They had to uncover family stories by planning and conducting interviews, adding background research on the times and places they were learning about. Students also inquired into the philosophical question of why people take risks — today and in history — and came to their own complex understanding of the topic.	CCSS.ELA-LITERACY.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CCSS.ELA-LITERACY.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CCSS.ELA-LITERACY.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CCSS.ELA-LITERACY.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		CCSS.ELA-LITERACY.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. CCSS.MATH.CONTENT.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8*. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		two fractions with respective denominators 10 and 100.2*For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* CCSS.MATH.CONTENT.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. ***Deeper Learning Competencies:*** *1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively*

[These are presented for illustrative purposes only]

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

- Teacher creation of project handouts showing their year-long plan to meet CCSS and Deeper Learning Competencies.
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their project handouts
- 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 Exhibitions, Student Led Conferences and other public displays of student work.
- Weekly faculty meetings where teachers discuss student and project projects within the context of their connection to CCSS and Deeper Learning Competencies.
- Professional libraries and resources available to all faculty to assist them in creating robust reading, writing and math standards integration into the curriculum.

Middle School Sites

HTH opened its first HTH SBC middle school site, HTMNC, in August of 2009, adjacent to HTHNC. In September of 2011, HTMCV opened, adjacent to High Tech High Chula Vista. 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.[32]

As students make the transition to HTH middle schools, they begin to follow more of the expectations present in HTH high school sites. Student work becomes evaluated more frequently using Presentations of Learning ("**POLs**"), and all students 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.

Coursework at HTM Sites

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

6th grade
- Humanities (English and History)
- Integrated Math – Science
- Exploratory: Art/Digital Art, Drama, Engineering, or Maker

7th grade
- Humanities (English and History),
- Integrated Math – Science
- Exploratory: Art/Digital Art, Drama, Engineering, or Maker

8th grade
- Humanities (English and History)
- Integrated Math – Science
- Exploratory: Art/Digital Art, Drama, Engineering, or Maker

Cross-Walking Projects to Standards

As HTH middle school teachers develop interdisciplinary classroom projects, they are mindful of CCSS and NGSS for grades 6-8. Below are examples of HTH middle school interdisciplinary projects mapped to California standards.

[32] High Tech Middle and High Tech Middle Media Arts were both locally authorized by San Diego Unified School District.

Examples of Projects Mapped to Standards

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
The Next 100 Years 6th Grade Humanities (English & History), Math-Science, and Digital Arts	During this project, students worked as change agents. Earth's climate follows a pattern of natural ups and downs, in which there is a natural warming and cooling of the earth. Unfortunately, human impact has now sped up the warming process and is causing various effects to our ecosystems and daily life. In this project, students investigated the cause of climate change and brought about awareness and solutions. Students educated the public by exhibiting at Birch Aquarium through the creation of a detailed comic book, a published article in a science journal and an informative art piece. This project was also in collaboration with HTMCV. Students launched the project with 6th and 7th graders from Chula Vista by exploring the engineering design process for our climate clients. As a result of this project, students became more enlightened and aware of how they can make a difference for the next 100 years! – How do oceanic and atmospheric systems and human activity contribute to global climate change? – What are the current and potential future impacts on weather, climate, ecosystems and resources? – How can we educate the public?	***Common Core State Standards:*** CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research *NGSS Standards:* MS-ESS2-5, 2-6 & 3-5: Weather and Climate MS-ESS3-3, MS-ESS3-4: Human Impact MS-LS1-1: Cell structure and viruses/bacteria MS-ESS2-5: Earth System's (air flow, high pressure/low pressure systems)

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
Meals and Muppets 7th Grade Humanities (English & History) and Math-Science	In this cross-disciplinary project, students looked at the essential question: "Should I eat that?" Inspired from student voices criticizing our school's lunch program, we dove deeply into a holistic investigation about the food we eat. Students read The Omnivore's Dilemma, watched various documentaries, and explored the nutritional values and science behind the everyday food they were consuming. We began the year with a critical conversation as a team about the work we were about to engage in. The voices of our students were clear: they wanted to create a product that would have lasting value and impact. Using the magic of the Maker movement through muppet building and filmmaking, our students transformed their learning about food justice, urban farming, and making healthy food choices into a professionally produced movie, using muppets as a tool to engage our kindergarten students in our neighboring elementary school, HTeCV. – What impact can we have on the food we are provided?	***Common Core State Standards:*** **Mathematics** CCSS.MATH.CONTENT.7.G.A.1 Draw construct, and describe geometrical figures and describe the relationships between them. CCSS.MATH.CONTENT.7.G.A.2 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. CCSS.MATH.CONTENT.7.G.A.3 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. CCSS.MATH.CONTENT.7.G.B.4 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. CCSS.MATH.CONTENT.7.G.B.5 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		circumference and area of a circle. CCSS.MATH.CONTENT.7.G.B.6 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. ***ELA:*** Writing: Text Types and Purposes – Write arguments to support claims with clear reasons and relevant evidence. – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Production and Distribution of Writing – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		well purpose and audience have been addressed. – Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Research to Build and Present Knowledge – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. – Draw evidence from literary or informational texts to support analysis, reflection, and research. ***NGSS Standards (Science)**:* MS-LS1-2 From Molecules to Organisms: Structures and Processes Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		MS-LS1-3 From Molecules to Organisms: Structures and Processes Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. **MS-LS1-5 From Molecules to Organisms: Structures and Processes** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **MS-LS1-6 From Molecules to Organisms: Structures and Processes** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. **MS-LS1-7 From Molecules to Organisms: Structures and Processes** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. **MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. **MS-LS3-1 Heredity: Inheritance and Variation of Traits** Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. **MS-LS3-2 Heredity: Inheritance and Variation of Traits** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
The Human Food Chain 8th Grade Humanities (English & History), Math-Science, and Digital Arts	In this project, students learned about food systems from ground to ground. Students explored how our society grows/ manufactures our food, package it, ship it, buy it, consume it, and dispose of it. Students learned what their bodies need in order to grow and function and the effects of certain types of food on them. Students also traced back the political and economic impacts of their food choices. The entire 8th grade team worked towards producing a full length documentary on the 'Human Food Chain'. Students also produced mock commercials for some of the foods they investigated. – How do different foods affect our minds and bodies? – How do we make our decisions on what foods to eat? – What journey does food take before it makes it to our plates?	*Common Core State Standards:* CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.SL.8.4 Present claims and findings,

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	– What are the effects of the resources that go into the whole process of food consumption? – How is food regulated in the United States?	emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. *NGSS Standards:* MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

[These are presented for illustrative purposes only]

High School Sites

HTH opened two high school statewide sites in September of 2007, HTHCV and HTHNC. 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.[33]

Core courses offered by the high schools of the HTH SBC are 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. Student transcripts take a standard form for universal acceptance.

HTH High schools typically enroll approximately 100-160 students per grade with approximately 416-625 total student enrollment per school.

9th grade
- Humanities (English and World Cultures & Geography)
- Integrated Math
- Physics
- Spanish

10th grade
- Humanities (English and Modern World History)
- Integrated Math
- Chemistry
- Spanish (HTHCV only)

11th grade
- Humanities (English and U.S. History)
- Integrated Math
- Biology
- Environmental Science

[33] The Gary and Jerri Ann Jacobs High Tech High, High Tech High International, and High Tech High Media Arts were all authorized by the San Diego Unified School District.

12th grade
- English
- Integrated Math
- Engineering
- Art (HTHCV only)
- Environmental Science (HTHNC only)
- Senior Project
- Other courses to fulfill graduation requirements

Students are informed of the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements, through the Student and Parent Handbook.

Graduation Requirements

At HTH schools, graduation requirements are aligned with the minimum entry requirements of the UC/CSU systems. In addition, in order to graduate, students must complete a semester-long academic internship and a successful Transitional Presentation of Learning ("**tPOL**") at the end of each school 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 or Performing Arts	1 year (of the same art course)
College Preparatory Elective	1 year
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

Cross-Walking Projects to Standards

As HTH teachers develop projects that engage student interests, they are mindful of integrating CCSS and Practices. Below are examples of some of HTH's interdisciplinary projects mapped to CCSS.

Examples of Projects Mapped to Standards

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
The Force of Friction: 9th Grade Humanities and Physics	In Humanities students researched undocumented minors and the reasons they immigrate to the United States. After examining multiple perspectives through texts, documentaries, guest speakers, and border field trips, students wrote an original, bilingual, one act play, based on the life of an unaccompanied minor, then decided which plays would be produced and performed at the all school exhibition. During each play performance, at the moment of climax, the audience had an opportunity to determine the protagonist's course of action, and the play was acted out accordingly. Our hope was to enlighten the public and inspire civil discourse. In physics and math, students studied forces, energy, motion and geometric transformations. Students applied their understanding of these transformations to illustrate the migration of an unaccompanied minor through a unique kinetic art (moving art) piece.	*Common Core State Standards:* *CCSS.ELA-LITERACY.W.11-12.3* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *CCSS.ELA-LITERACY.W.11-12.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) *CCSS.ELA-LITERACY.W.11-12.5* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) *CCSS.ELA-LITERACY.W.11-12.6* Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *NGSS Standards:* HS-PS2 Motion and Stability: Forces and Interactions HS-PS3 Energy

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
History from Above 9th Grade Physics, Humanities (English & History), and Art	In this interdisciplinary project, students built nano drones and wrote their own Python computer codes to individualize their drones and attached LED light discs. In physics, students completed independent robotics research, becoming experts on two robots or drones of their choice, as well as experts on aviation. In Humanities and Art, students researched historical questions about connections between World War II and the Syrian refugee crisis. They turned their research papers into scripts for black and white films that brought their historical research to life. Students utilized the drones they built in physics to capture video footage for their silent films. – How can the invention of new technology continue to be used to help humanity instead of tragedy in wartime? – How should the United States use drones to foster solutions instead of problems? – Why do people discriminate against and persecute whole groups of people? – Why do people follow leaders who advocate for cruel ideas? – Why do people see others in need and do nothing?	*Common Core State Standards:* CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. *NGSS Standards:* HS-PS2.A: Forces and Motion HS- PS3.C: Relationship Between Energy and Forces HS-PS3.3: Influence of Science, Engineering and Technology on Society and the Natural World

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		HS-ETS1.A: Defining and Delimiting an Engineering Problem HS- ETS1.C: Optimizing the Design Solution
Voices of Refuge 10th Grade Humanities (English & Modern World History)	Students investigated a phenomenon as old as society itself: what happens when people flee their home in search of a better, safer life? They researched the social, political, and economic origins of the global refugee crisis and interviewed local refugees in order to understand the issue's human impact. Students used their research and field experiences to design RSA style animated videos to educate a younger audience about this pressing global issue. – What causes people to flee their home country? – What is our moral obligation as global citizens to help people? When do ethical considerations trump diplomats' duty to carry out government policies? – How has migration changed our local community? How do newcomers find a balance as they adapt to their new communities?	*Common Core State Standards:* CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

On the Origin of Synthetic Species 11th Grade Biology and Art	On the Origin of Synthetic Species" was an 11 week inquiry-based journey in biology and art that served to rewrite Darwin's seminal work "On the Origin of Species" . Students incorporated protocols and techniques from biotechnology and genomics labs from project partners to apply new understandings of evolution as comparisons to chapters and experiments from the original work. Using reflections of computation biology techniques in the 21st century and their own work, students wrote their own version of the book as a re-examination of Charles Darwin's observations.	*Common Core State Standards:* CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. *NGSS Standards:* HS-LS3 Heredity: Inheritance and Variation of Traits HS-LS4 Biological Evolution: Unity and Diversity

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

- Teacher creation of project handouts showing their year-long plan to meet CCSS and Deeper Learning Competencies.
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their project handouts
- 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 Exhibitions, Student Led Conferences and other public displays of student work.
- Weekly faculty meetings where teachers discuss student and project projects within the context of their connection to CCSS and Deeper Learning Competencies.
- Professional libraries and resources available to all faculty to assist them in creating robust reading, writing and math standards integration into the curriculum.

6. 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 SBC schools 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 HTH's campus in Point Loma, a teacher in biology may address state standards by having students collaborate to create a field guide to the flora and fauna of San Diego Bay. In contrast, at an HTH site in Chula Vista, the biology teacher would address the same standards, but the project and resulting field guide might address the flora and fauna of the chaparral ecosystem in the local Otay Valley. The standards are the same, and the process may be identical, but the specific curricular focus may vary.

Annual Goals, Actions and Outcomes in the State Priorities

In its LCAP, HTH has provided a reasonably comprehensive description of its annual goals, annual actions and outcomes in relation to the eight State Priorities, both schoolwide and for pupil subgroups. The LCAPs are on file with the CDE.

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. *Small Class Sizes*: HTH's small class sizes and focus on project-based learning allow teachers increased flexibility to spend time with students needing extra support on both projects and core skills.
2. *Teaching Team Structure and Integration of Subjects*: At the middle and high school level, the team structure (where a pair of teachers shares a group of approximately 50 students) and the integration of subjects (e.g. English and social studies combined into humanities) allow students to rotate through fewer teachers over the course of a day, resulting in greater attention for struggling students. The intentional team structure--sharing a core group of students, along with common prep periods and a shared office--facilitates increased dialogue about student needs, with dedicated time to discuss strategies for supporting struggling students.
3. *Academic Coaches and Inclusion Specialists*: During the core day, academic coaches embedded in the classrooms provide additional support to students who are struggling within the classroom context. Inclusion specialists, who train and supervise the academic coaches, also spend significant time in classrooms observing students who are struggling academically or socially and collaborate

with core teachers, as well as the academic coaches, to devise support plans and strategies.

4. *Staff Meetings and Protocols*: Regular morning staff meeting time is dedicated to Equity Protocols through which teachers have the opportunity to consult with colleagues about students who are struggling and brainstorm additional strategies for supporting their academic growth. The Equity Protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.
5. *Student Support*: HTH provides support to students in all instructional areas. Teachers have dedicated office hours after school, when students may receive tutoring or enrichment, and many teachers offer tutoring during lunch. Some of our schools also offer "Mind and Body" electives when students may receive additional support with organization and academic tutoring during the school day.
6. *Student Support Conferences and Advisors*: When students are identified to be progressing at an unsatisfactory rate, student support conferences with other teachers, school directors and parents are called where strategies for supporting student learning are discussed. In HTH elementary schools, the core classroom teacher takes on these responsibilities. In HTH middle and high schools, each student has a dedicated advisor who monitors the student's grades and convenes these meetings as necessary. Each advisor with the support of the dean, director, and inclusion specialists, monitors progress and ensures that action steps are implemented.
7. *Summer Bridge*: HTH offers a Summer Bridge program for all students entering HTH schools, including those with below-level skills in math and English. HTH also offers summer school programs for current students needing additional support and grade recovery.
8. *Supplemental School Learning Resources*: Supplemental learning materials are often made available to low achieving students through text resources, as well as information technology.
9. *Social Emotional Support Practices*: Many students who struggle academically are also in need of social-emotional support. In addition to providing academic support, HTH teachers offer social-emotional support through intentional classroom strategies, including group circles and restorative justice practices. Some of our elementary and middle schools have dedicated social-emotional coordinators, whereas our high schools have deans who develop and model these practices. HTH SBC's school psychologists also support social-emotional practices across our campuses, coaching teachers and consulting with staff about specific students who need 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

HTH aims to ensure educational equity for ELs, which means that each child receives what he or she needs to develop his or her full academic and social potential[34]. In order to effectively educate ELs, HTH strives to create an educational program that does three things for EL students:

- promote the students' sociocultural integration
- cultivate their language proficiency
- holistically support their academic achievement[35]

HTH meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. HTH will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and to capitalize on students' multilingual and multicultural proficiencies.

High Tech High has a comprehensive Plan for English Learners, which can be found here as Appendix B.

[34] National Equity Project

[35] Scanlan, M., & Zisselsberger, M. (2015). The Formation of Communities of Practice in a Network of Schools Serving Culturally and Linguistically Diverse Students. *Journal of Education for Students Placed at Risk (JESPAR)*, *20*(1-2), 58–78.

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 ("**IDEA**") will be provided a free appropriate public education in the least restrictive environment ("**LRE**"). 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 Program 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, known as an Inclusion Specialist at HTH. The Inclusion Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each Individualized Education Program. HTH shall directly employ, or independently contract with, service providers for any required element of special education support such as psychological services, speech therapy, occupational 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 staff.

The primary method of identifying students eligible for special education services is through the admissions and registration process, although special education status has no impact on admission to HTH. 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 disabling conditions as defined by state and federal law.

SELPA Local Plan and Assurances

The HTH SBC schools shall participate as an LEA member of the Desert/Mountain Special Education Local Plan Area ("**D/M SELPA**"). A copy of the D/M SELPA Local Plan ("**Local Plan**") is attached as Appendix C. Each approved school is required to comply with the Local Plan and perform all corrective actions deemed necessary by HTH SBC administration, and/or the D/M SELPA.

As a member of the D/M SELPA, HTH SBC schools make the following assurances through their governing board:

1. Free Appropriate Public Education
   Each affiliate school 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.
2. Full Educational Opportunity
   Each affiliate school shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
3. Child Find
   Each affiliate school shall assure that all students with disabilities are identified, located and evaluated.
4. Individualized Education Program
   Each affiliate school shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.
5. Least Restrictive Environment
   Each affiliate school 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.
6. Procedural Safeguards
   Each affiliate school 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.
7. Annual and Triennial Assessments
   Each affiliate school 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.
8. Confidentiality
   Each affiliate school shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.
9. Personnel Standards
   Each affiliate school 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.

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

HTH Inclusion Staff, Practice and Professional Development

The oversight of the special education programs at HTH schools is provided by HTH's Director of Special Education who concentrates on the area of special education service delivery and state and federal statutes and regulations. Additionally, each school is required to demonstrate an adequate capacity to provide students in special education with a free and appropriate public education. Working in close collaboration with HTH staff members, each affiliate develops an annual special education budget, hires necessary personnel, contracts for appropriate services as needed, and documents the qualifications and competency of site administrative staff to meet special education quality and compliance requirements.

The Director of Special Education is accessible to the schools through personal school site visits and reviews as well as video and telephone conferencing. In addition, the D/M SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is enhanced by regularly scheduled personal visits to all participating LEA's by a team of highly qualified Inclusion Specialists. All Inclusion Specialists are engaged in collegial communities of practice and those in the induction program receive substantial mentoring from Induction mentors. Specific and targeted staff development opportunities are also provided by HTH staff members and the D/M SELPA during the Annual Summer Institute sponsored by HTH.

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

Element Two (B) -- Measurable Outcomes

Measurable outcomes for the HTH SBC schools include:

- High School:
    - A goal of 100% of HTH graduates securing admission to an institution of higher education.
    - A goal of 75% of HTH graduates securing admission to a four-year institution.
    - An expectation that almost 100% of graduates will have taken the SAT or ACT.
    - A goal that all students who qualify for federal financial aid will complete the Free Application for Federal Student Aid ("**FAFSA**").

  - An aim of all students completing a course of study that meets all requirements for entry into the University of California system ("**UC A-G**").
  - An objective that at least 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.
- Middle and High Schools:
  - An objective that student survey results on the YouthTruth survey or comparable instrument will show that students are having a positive experience at HTH, including measures of growth mindset, belongingness, value in what they are doing in school, and being persistent and productive.
- Elementary, Middle, and High Schools:
  - An objective that all HTH SBC students will achieve proficiency or above on their 5th, 8th, and 12th grade transitional presentation of learning that summarizes their learning.
  - An objective that HTH SBC school students will perform comparably to nearby schools with similar demographics on state level mandated assessments.
  - A goal that HTH SBC school chronic absenteeism rates will be below state averages.
  - An aim that HTH SBC school suspension rates will be below state averages.
- Elementary schools:
  - An expectation that HTH SBC elementary school students will demonstrate progress and achievement in literacy as measured by some form of assessment such as Fountas and Pinnell, the Developmental Reading Assessment, or other comparable measures.

Finally, HTH SBC looks forward to working with the SBE and the CDE to further develop the collective thinking regarding comprehensive and thoughtful indicators of school success indicators that measure a broad array of student achievement outcomes consistent with HTH philosophy and current state standards.

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

Overview of HTH Assessments

HTH schools implement a wide assortment of ongoing authentic assessments. 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:

- Curriculum planning, determining and planning instructional practices.
- Special needs and interests of students.
- Feedback to students regarding their individual progress.
- Program evaluation and accountability.
- Students to be self-assessors of their own work.

- Communication to parents and the larger community.

In addition to standardized testing the HTH SBC schools implement performance-based assessments in ways that enable students 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 of Learning and Others*: 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 students regularly in reading, writing and mathematics.
- *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. Many curricular areas are assessed based on rubric scoring.
- *Conferences:* A variety of conferences are conducted throughout the school year and include:
    - *Student Led Conferences:* 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.
    - *Student/Teacher Conferences*: Meetings are scheduled with the student and teacher to discuss and evaluate a student's progress.
    - *Other Conferences*: These are scheduled as needed to ensure that the program is meeting the student's needs.

<u>Presentations of Learning</u>

In general, 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. A couple of presentation assessments regularly employed by HTH include the tPOLs and POLs.

- *POLs*: A POL 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):
    - Community Event POL
    - Reflective Portfolio POL

- Project Specific POL
- 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.

- *tPOLs:* HTH schools employ 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 schools are made available through various professional learning opportunities
  - The requirements for the tPOL are grade-level specific, but may include an oral presentation, use of the student's digital portfolio, artifacts from project work in the humanities, math and science, and elective courses.
  - TPOL panels consist of faculty from the students' current and proximate grade level, students, parents, and community members.

Digital Portfolios

HTH middle and high school students create a personal digital portfolios. Although students may take creative license in the design of their portfolio, each portfolio is typically simple and easily navigable in design, and includes a project section with best work examples and reflections, as well as a career/educational section including a resume.

Senior Projects

HTH seniors complete senior projects in a focus area, such as graphic design or engineering. They present their senior projects in their final tPOLs. Teachers, parents, administrators, and community members sit on the senior presentation panels.

Grades and Testing

As noted above, to assess what students know and can do as a result of their project work, HTH uses additional assessments such as POLs, Digital Portfolios, Academic Internship Standards, Senior Projects, and grade level tPOLs.

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.

Assessments Administered at HTH Schools

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.

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
"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.
CAASPP	Spring	Tests student proficiency 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

HTH SBC schools 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 schools, staff members may review student work and discuss how practices may be adjusted to meet the individual needs of students. In this context, teachers receive support from one another to assist students in achieving the standards. Teachers may give advice to the presenting teacher so that they may go back to their classroom and provide additional support. These discussions may be broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve students' learning. As such, this staff development protocol ensures that the contemporaneous analysis of student performance data is informing

refinement of practice in the classroom, providing a basis for regular communication with parents and students, and supporting student achievement.

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. 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 schools 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 schools also provide parents current information about students' grades via web-enabled password access to the HTH Student Information System.

In addition, HTH collects and analyzes data on its efforts to improve educational outcomes.[36] Improvement teams use that data and analysis to inform practice and teaching and learning. In addition, for purposes of informing practice and improving outcomes, HTH analyzes the student achievement data collected through participation in state-mandated testing programs and other state based accountability indicators.

Alumni Program

HTH currently partners with National Student Clearinghouse and Naviance to track alumni.

In addition, HTH continues to work on developing an alumni program that will assist the schools in keeping in contact with HTH graduates, and with monitoring their progress through institutions of higher education so that HTH can measure the extent to which it achieves its goals regarding college completion rates.

Element Four (D) – Governance

The Board of Directors of High Tech High ("HTH Board")

The HTH Board, a duly constituted California nonprofit public benefit corporation, governs over all HTH schools operated in the State of California.

The HTH Board has legal and fiduciary responsibility for all schools operated under the HTH SBC. The HTH board meets at least quarterly and holds its meetings pursuant to the Ralph M.

[36] HTH Center for Equity and Innovation, see p.4, supra. Examples of improvement projects underway at the time of this charter renewal petition submission include: College Access and Persistence; Literacy English Language Learners; Mathematical Agency; Chronic Absenteeism; and, Science Inquiry/NGSS, to name a few.

Brown Act. Moreover, the HTH Board operates under a Conflict of Interest Code filed pursuant to the California Political Reform Act, Government Code Section 81000, et seq.

The HTH Board is comprised of five members, in accordance with the High Tech High Bylaws. Potential board members are screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to HTH board members. Board members represent the business community, and the community-at-large. At the option of the SBE, the SBE may appoint a representative to HTH's board. Board members serve one year terms.

Training is provided annually regarding the legal and fiduciary responsibilities of HTH board members including training regarding the Brown Act and conflict of interest laws.

Funding and Central Services

HTH SBC schools are direct-funded charter schools. The schools receive business and administrative services from HTH's central offices. Services include, board support, business services, accounts payable and receivable, insurance, payroll, employee benefits, human resources, lunch program, facilities, environmental health and safety, information technology, Special Education support, admissions and legal among other things.

Parent Involvement

Each HTH SBC School features active parental involvement, as parent involvement is a key factor in student academic achievement. HTH SBC schools have either a parent association or a family collaborative. Activities that the parent groups may undertake include, but are not limited to:

- Creating and distributing a Parent Association Newsletter
- Sending regular Parent Association email announcements
- Meeting regularly (twice monthly on average) and serving as a liaison to other school stakeholder groups such as the school administrators, associated student body groups, and others
- 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)

In addition, a few of the HTH schools have developed Latino parent groups.

Title I Meetings

High Tech High school communities enjoy a very high level of parent involvement. Throughout a student's academic career, parents are engaged in a variety of ways including invitations to participate in Title I Parent Meetings.

Each HTH school has developed and adopted a Parental Involvement Policy and HTH School Directors meet formally with parents at least twice a year regarding Title I spending and the LCAP. The meeting agendas cover subjects including SBAC review and analysis, as well as budget development as it pertains to Title I Funding and LCAPs. At these meetings, the Parent Involvement Policy is also evaluated and updated.

Element Five (E) – Human Resources

Qualifications of School Employees

General Qualifications for All Employees
In general, HTH SBC school employees must meet the specific qualifications identified for their position, as well as submit to a criminal background check and tuberculosis risk assessment.

School Directors

HTH is committed to carefully selecting thoughtful, inspired and talented school directors to lead its schools. School directors must have a grasp of the HTH Design Principles, and a commitment to the HTH mission and goals. HTH School Directors must demonstrate the skill sets necessary to work well with students, teachers, parents and the community at large. They should understand the educational program sufficient to support and inspire their faculty. School Directors must have the skills to hire and manage staff members, manage budgets, and the demands of HTH finds its directors in a variety of ways including within its own teacher talent pool and in working with the HTH GSE, and recruiting from other organizations, among other things. Candidates' resumes and backgrounds are reviewed, and engagement with candidates may include initial phone interviews and personal interviews, among other things.

Teachers

HTH is committed to hiring talented, knowledgeable, passionate teachers. HTH does this by holding hiring fairs, working with the HTH GSE, posting positions with other universities and education websites, recruiting from industry and supporting new teachers through its own credentialing programs, among other things. Resumes are reviewed, and engagement with candidates may include initial phone interviews and personal interviews followed up by a more involved screening. Initial interviews are typically followed by a rigorous full-day review 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 CTC to offer single-subject credentials. As noted previously in this petition[1], the organization has expanded its credentialing work, and now has authority from the CTC to offer a multi-subject intern program for teachers in elementary schools, among other credentials.

HTH recognizes that charter school teachers of core academic subjects must meet the Every Student Succeeds Act ("**ESSA**") 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. However, HTH believes that an interdisciplinary structure is an important component of its project based learning approach, and teachers may be called upon to teach more than one subject. In accordance with applicable law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. Moreover, 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.

Other Staff Members

Other staff members who may be employed at school sites include: Deans of Students, College Advisors, Site Managers, and administrative personnel. The expectation is that these employees will meet the specific qualifications identified for their positions.

Policy Against Discrimination

HTH does not discriminate against any applicant or employee on the basis of the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Professional Development

Professional Development at HTH SBC schools consists of both school-based and organization-wide 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.

School Based PD

Staff meetings are held at least once a week and these afford HTH schools the opportunity for weekly check-ins and discussions about practice. Although the precise details may vary at each HTH school, these meetings may include discussions about school issues, exhibitions,

presentations of learning, assessments, and other professional development topics. In general, these morning meetings serve as a context for veteran and new teachers to collaborate.

Collegial Coaching is another important part of HTH's school based professional development process. Starting at first with observation and consultation by the School Director, colleagues, and, at times, HTH central staff, peers are engaged in classroom observation and feedback.

Staff retreats and Staff Days present additional opportunities for school teaching communities to gather, and engage in deeper dives on particular subjects of import to students, learning and teaching.

Organization-Wide Professional Development

In addition to professional development happening in the context of site-based morning meetings, centrally-sponsored trainings are offered to the teachers, deans, administrators, and School Directors. In addition to the offerings through HTH's Credentialing Program, the HTH GSE, and other formal adult learning programs mentioned previously in the Statewide Benefits Section above, HTH offers other organization-wide PD opportunities focused on school-based staff members such as directors, deans and teachers. These opportunities include:

- The **New Teacher Odyssey** held every August before the start of the new school year where School Directors, veteran teachers, and other members of the HTH community come together for a week of new teacher preparation and project development and tuning.
- **Winter Odyssey** held near the mid-year for all teachers as a forum for a check-in and project development and tuning, among other practice support.
- **Weekly Directors Meetings** held almost every Monday where School Directors come together with central administrators to discuss pertinent and timely school management matters and program delivery.
- **Director Professional Development Meetings** are held about ten times a year. These PD meetings offer School Directors the opportunity to dive deeper into key topics.
- **Dean Meetings** are held about 4-5 times during the school year. Deans and Social-Emotional Coordinators get together to discuss current issues, engage in case studies, review data regarding student discipline and school culture matters.

Element Six (F) – Health and Safety Procedures

<u>Health and Safety Policies</u>

HTH will comply with all applicable safety laws. Toward this end, HTH has adopted a complete set of health and safety policies, which are maintained at the school sites. These policies include an Injury and Illness Prevention Program, Hazardous Communication Program, Blood Borne Pathogens Exposure Control Program, and Emergency Plans and Procedures.

HTH schools will develop further health, safety, and risk management policies in consultation with HTH's insurance carriers and risk management experts as required by law. 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.

Background Checks

HTH requires that each employee and contractor of the School furnish the School with a criminal record summary as described in Sections 44237 and 45125.1 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 will comply with Education Code Section 44830.1 regarding the restriction on hiring of applicants with serious felony records as defined in that section.

Tuberculosis Assessment, Immunization Requirements and Pupil Health Screenings

HTH shall ensure that employees provide appropriate documentation of mandated tuberculosis risk assessment. In addition, HTH shall require pupil immunization (as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school) and pupil health screenings for vision, hearing, and scoliosis are completed.

Element Seven (G) – Racial and Ethnic Balance

Non-Discriminatory Program

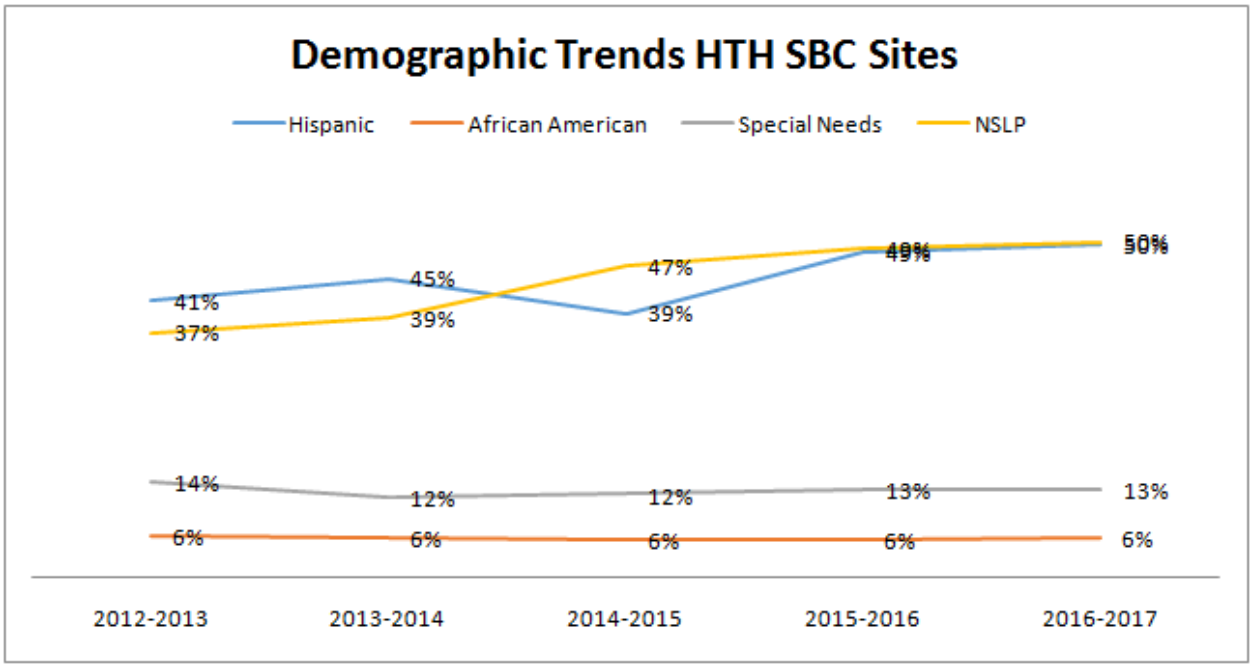
The HTH SBC School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Current Student Demographics

As noted previously, there are currently a total of six HTH SBC schools, with an elementary, middle and high school in Chula Vista and the same in North County. The elementary schools serve approximately 365-410 students in grades K-5. The elementary schools feed into middle schools serving approximately 310-330 students in grades 6-8. The middle schools feed into high schools serving approximately 410-450 students in grades 9-12.

HTH SBC Schools 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 differs depending on the surrounding community, but HTH seeks an overall high degree of student diversity. Each school has a goal to serve a student body consisting of a minimum of 40% students who qualify as free or reduced in the National School Lunch Program. In 2015-2016 the two HTH SBC campuses combined served about 2,500 students in grades k-12 where roughly 49% qualified for free or reduced lunch and 13% were considered special education students. In the coming year, HTH SBC campuses are estimating that combined, they will serve about 2,500 students where 50% of the students who have been accepted qualify for free or reduced lunch.

The chart below shows the trends of key subgroups at HTH.



Student Recruitment/Outreach

High Tech High focuses recruitment efforts on achieving diversity within the parameters of applicable law in an effort to serve student bodies that are reflective of the racial, ethnic and socioeconomic demographics of the broader geographic areas where its schools are located.

HTH sites work cooperatively with area school districts, county offices of education and community based organizations to outreach to their students, participants and community members in order to provide program information and applications to eligible applicants. Staff members conduct informational presentations throughout the surrounding area to provide information to prospective applicants. Public information meetings are held about the schools. Special emphasis is placed on holding such meetings in communities that staff have identified

as those representing demographics that are underrepresented in the applicant pool and that will bring the schools toward the goal of socio-economic and cultural diversity. Program descriptions and student recruitment information is presented in a manner that provides access to a broad group of students and parents.

Element Eight (H) – Student Admissions and Attendance

Admissions Information

Admissions information on the High Tech High website is accessible in multiple languages through the use of a translation feature. Paper applications are also available at each school site.

General Procedures for New Applicants for Admission

The following are admissions requirements for new applicants:

- A parent or guardian must complete and submit a simple, non-discriminatory application form by a published deadline before the ending of the open enrollment period.
- A parent or guardian must sign a statement agreeing to abide by all policies and procedures set forth in the Parent and Student Handbook.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. More information regarding the HTH Admissions process and procedures including an online application may be found at www.hightechhigh.org/admissions.

Matriculation and Transfers of Current HTH Students

Students who are admitted and enrolled at High Tech High schools may continue to matriculate through grade levels at their assigned High Tech High campus provided that they satisfactorily complete the course of study offered by their prior High Tech High school, and remain in good academic standing. For example, a student admitted to a High Tech High elementary school who satisfactorily completes the course of study at the HTH elementary school, may matriculate to the HTH middle school located on the same campus, and, upon satisfactory completion at the middle school, may proceed to the HTH high school on the same campus.

High Tech High may consider a transfer for any current HTH student in good standing who submits a timely transfer request seeking to transfer from one High Tech High school to another. However, transfers are an exception and are approved in limited circumstances.

For purposes of matriculation and transfers, satisfactory completion means that the student passed the courses he/she took in the previous grade. For example, a student who fails his/her

8th grade courses would not be considered for a 9th grade seat, as that student is still considered to be an 8th grader.

Admissions Priorities

In the event applications for admission exceed availability, priority for admission shall be assigned in the following order:

1. Returning or existing students in good standing (exempt from the lottery in accordance with Education Code Section 47605(d)(2)(B).
2. Children of employees or board members of HTH, High Tech High Foundation, or HTH Learning. This priority is capped at 10% of total enrollment.
3. Students being promoted from or transferring from another school that is operated by HTH (who also complete the application process in a timely fashion).
4. Siblings of students currently attending schools operated by HTH, if there is space available within the applicant's zip code cluster (see below).
5. For the North County Campus Only: Students residing within the attendance area of, and/or currently attending Alvin Dunn Elementary School.
6. All other students permitted by law.

Admissions Lottery

Lottery Overview

If HTH receives more applications than there are spaces available, a public, computerized lottery will be held to determine admissions. Notification of the lottery date will be made to the public and members of the public will be able to witness the computerized lottery 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 and socioeconomic status ("**SES**") 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.

Weighting

Geographic

In order to meet the requirement that preference for admission be offered to students who reside in the school districts where HTH SBC School sites are located, HTH will ensure that approximately 85% of slots for admission will be allocated to students residing in school districts neighboring HTH SBC School sites.

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.

SES

Similar to the zip code weightings, weightings are implemented to encourage SES diversity. Weightings for SES are designed to ensure that at least approximately 40% of admitted students are eligible to receive free and reduced price meals under the 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.

International Exchange Students

HTH seeks to provide its students with additional opportunities for cultural exchange at the high school level. To this end, in the event that HTH determines that an HTH school can accommodate exchange students within any given school year, HTH reserves the right to admit to each high school, 1-2 high school juniors and/or seniors for one exchange year each.

Element Nine (I) - Annual Independent Financial Audits

HTH will contract with an independent auditor with experience in education finance, 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 Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. 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, and the CDE Charter Schools Division 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 annual update to its LCAP 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

High Tech High schools 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 Education Act 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 suspension and recommendation for expulsion:

- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.

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

- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.
- The causation or attempted causation of physical injury to another person, including sexual assault.
- 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 Sections 48900 and 48915 and after reviewing grounds for suspension and expulsion at other public schools. In general, HTH's suspension and expulsion standards are consistent with Education Code Section 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 able to achieve their full potential.

A copy of the current HTH Student Discipline Policy and Procedures as found in the HTH Student Parent Handbook for 2016-2017, are attached as Exhibit "D." The HTH Board annually reviews and revises, as necessary, the grounds for mandatory recommendation for expulsion and the grounds that may result in suspension or expulsion, and the procedures corresponding to student discipline. The policies and procedures are communicated through the annual publication of the updated parent and student handbook.

Element Eleven (K) – Retirement Systems

HTH SBC schools 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 the State Teachers' Retirement System ("**STRS**") and the Public Employees' Retirement System ("**PERS**"). The following positions will be offered participation in STRS:

- All teachers, including special education teachers
- School Director
- Dean of Students
- College Advisor
- Academic Internship Coordinator

The following positions will be offered participation in PERS and Social Security:

- Office Manager
- Attendance Clerk
- 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. The HTH CEO is responsible for ensuring that appropriate arrangements for coverage have been made.

Element Twelve (L) – Public School Attendance Alternatives

HTH schools are schools of choice. No student is required to attend. Students choosing not to attend an HTH school may attend other public schools within their home school district.

Parents and guardians of each student enrolled in the School will be informed in the admissions process that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the HTH school, except to the extent that such a right is extended by the local education agency.

HTH SBC schools 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 HTH SBC schools and other public school alternatives.

Element Thirteen (M) –Employee Return Rights

An employee of the School shall have the following rights:

(A) Any rights upon leaving the employment of an LEA to work at the HTH SBC school that the LEA may specify.

(B) Any rights of return to employment in an LEA after employment at the HTH SBC school as the LEA may specify.

(C) Any other rights upon leaving employment to work at the HTH SBC school and any rights to return to a previous employer after working at the HTH SBC school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the HTH SBC school or to the employer from which the employee comes to the HTH SBC school or to which the employee returns from the HTH SBC school.

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. The SBE shall not be required to share in the costs of the dispute resolution process, if needed. High Tech High recognizes that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. 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 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

Element Fifteen (O) – Closure Procedures

If the HTH SBC or any of its individual schools should require closure for any reason, HTH will follow closure procedures as set forth in Title 5, California Code of Regulations, Section 11962. Assets remaining after payment of all debts and liabilities and a final audit will be distributed as follows, in accordance with the HTH Articles of Incorporation: (1) All assets and property of the site and/or School will be distributed first to HTH if it is still operating, (2) then to HTH Foundation, for the benefit of other charter schools established by the foundation, and (3) if neither organization is operating, to an education-related nonprofit public benefit corporation of the HTH Board's choice in accordance with state law. Further, HTH will notify parents, students, the California Department of Education, the retirement systems in which the school's employees participate, and districts and county offices of education 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.

MISCELLANEOUS PROVISIONS

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 SBC schools.

Delineation of School-Based and Central Responsibilities

The HTH SBC schools feature a high level of coordination and cooperation between school based staff members and central staff members.

At the school level, schools maintain a mix of administrative and teaching personnel to perform school based activities. The School Director maintains the authority to make adjustments to school staffing as necessary, but in general, schools may have the following administrative staff:

- *School Director* – responsible for overseeing all aspects of the school's local operations including responsibility for ensuring that the school's instructional program features full implementation of HTH Design Principles and delivers the measurable outcomes expected of HTH schools. The School 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 HTH Board.
- *Dean of Students* – works in close partnership with the School 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 school 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.
- *Site Manager* – working closely with the School Director to ensure that administrative, clerical and front office functions are performed at the school 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 school's facility is maintained in a manner that supports teaching and learning.

At the central level, HTH offers administrative support services to the HTH SBC schools. Services performed at the central level include, but are not limited to:

- Charter Development
- Grant Generation
- Community Engagement
- Property/Facilities Acquisition and Financing
- Facilities Design, Renovation and Maintenance
- Payroll, Benefits and Human Resources Support
- IT Services
- Curriculum Development Support
- Teacher Credentialing
- Professional Development for Directors and Teachers
- Program Monitoring, Compliance and Quality Assurance
- Special Education Services
- Fundraising
- HTH Board Support
- Lunch Program Operations
- Environmental Health and Safety
- Admissions
- Business Services
- Legal Support
- Administrative Services

In particular, financial and business functions performed include, but are not limited to:

- 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 sites' general ledgers per the State Standardized Account Code Structure ("**SACS**")
    - 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 site 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 Workers' Compensation and Unemployment claims
- Maintain duplicate copies of employment records for sites, including documentation verifying eligibility for employment
- Perform new hire processing including reference and fingerprint background check, eligibility for employment, medical clearance, etc.
- Perform exit interview and complete exit paperwork for employees leaving the school

Financial Reporting

HTH will prepare and file with the CDE a preliminary budget on or before July 1, a Local Control and Accountability Plan update 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).

Insurance

HTH, at its own expense and risk will secure and maintain appropriate workers' compensation, comprehensive general liability, directors and officers' liability, commercial automobile, professional educators' errors and omissions, employment practices liability, property, and excess or umbrella, coverage and such other insurance coverage as HTH may deem necessary to provide for, among other things, insurance for HTH operations. Where appropriate, the SBE will be named as an additional insured.

Facilities

HTH will secure facilities on behalf of HTH SBC schools and will sublease those facilities to schools. HTH shall notify the CDE within 60 days of proposed commencement of instruction of each site.

Internal Dispute Resolution

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

- The HTH Board has adopted policies and processes for airing and resolving disputes. Those policies may be found in the Student and Parent Handbook (updated each year) and on the HTH website at www.hightechhigh.org
- The SBE agrees to promptly refer all complaints regarding operations of HTH SBC schools to HTH's CEO for resolution in accordance with HTH's adopted policies. In the event that HTH'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.

Liability of Authorizer

High Tech High 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, HTH 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.

Charter Term

The petitioners request the SBE approve a term of this charter that shall begin for a five-year period on July 1, 2017 and end June 30, 2022.

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.

Creating New Schools

As approved in the amended charter in 2008, HTH is authorized 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." HTH will provide notice of its intentions to the CDE and SBE at least eight (8) months prior to a school opening under the HTH SBC. HTH will work with the CDE and SBE to determine the conditions to be met prior to opening a new HTH SBC school.

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.

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 SBC schools, 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 HTH SBC.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a statewide benefit charter School for HTH to be located in communities identified in this charter application is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, each of the HTH SBC Schools will follow any and all applicable federal, state, and local laws and regulations, including but not limited to the following:

1. HTH will address statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. HTH declares that HTH shall be deemed the exclusive public school employer of the employees of HTH SBC School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. HTH will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. HTH will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. HTH will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. Except as required by Education Code Section 47605(d)(2), or provided by the terms of the HTH SBC, admission to an HTH SBC school shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with the terms of the HTH SBC and applicable law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. HTH will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. HTH will adhere to all applicable provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

8. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
10. HTH will at all times maintain all necessary and appropriate insurance coverage.
11. HTH SBC schools shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
13. HTH SBC schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
14. HTH SBC Schools shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
15. HTH shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. HTH SBC Schools shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
17. HTH SBC Schools shall comply with all applicable portions of the Elementary and Secondary Education Act ("**ESEA**"), as reauthorized and amended by the ESSA.
18. HTH shall comply with the Public Records Act.
19. HTH SBC Schools shall comply with the Family Educational Rights and Privacy Act.
20. HTH shall comply with the Ralph M. Brown Act.
21. HTH SBC Schools shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
22. HTH will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the School.
23. HTH will notify the CDE within 60 days of proposed commencement of instruction of each site.

_____ _____

Larry Rosenstock
Chief Executive Officer
High Tech High

Date