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Statewide Benefit Charter
Third Renewal Petition and
Assignment to County Office of Education



For Presentation to the California State Board of Education

Submitted by High Tech High



High Tech High Statewide Benefit
Charter Renewal Petition
HIGH TECH HIGH
STATEWIDE BENEFIT CHARTER
THIRD RENEWAL PETITION AND
ASSIGNMENT TO COUNTY OFFICE OF EDUCATION

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 Approved: January 12, 2017

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INTRODUCTION

Originally developed by a coalition of San Diego civic leaders and educators, the first Gary and Jerri-Ann Jacobs High Tech High (“High Tech High” or “HTH”) charter petition was approved by San Diego Unified School District in 1999, and opened as a small high school in September 2000. In 2006, HTH obtained authorization directly from the State Board of Education for a Statewide Benefit Charter (“SBC”) and in August 2007, HTH opened its first two SBC sites: High Tech High North County and High Tech High Chula Vista. Based on the performance of the two initial SBC schools and to provide students access to the full K-12 continuum, the Statewide Benefit Charter was amended in 2008 to include K-8 school sites. In the following years, HTH opened seven more schools under the Statewide Benefit Charter, serving approximately 3,832 students in grades K-12 across three campuses: North County, Clairemont Mesa, and Chula Vista. The North County campus consists of High Tech Elementary North County (HTeNC), High Tech Middle North County (HTMNC), and High Tech High North County (HTHNC). The Clairemont Mesa campus consists of High Tech Elementary Mesa (HTeM), High Tech Middle Mesa (HTMM), and High Tech High Mesa (HTHM). The Chula Vista campus consists of High Tech Elementary Chula Vista (HTeCV), High Tech Middle Chula Vista (HTMCV), and High Tech High Chula Vista (HTHCV).

In addition to its SBC sites, HTH serves approximately 2,775 students in grades K-12 at seven schools in Point Loma, under separate charters. Across all its schools, HTH serves approximately 6,500 students in San Diego County. HTH also runs several well-developed programs serving teachers and students across San Diego County and beyond. Both the District Intern and Induction programs within the HTH Teacher Center serve teachers from across San Diego County and allows us to not only prepare educators but to support them through their first couple of years into the profession.

HTH schools are guided by four connected design principles—equity, personalization, authentic work, and collaborative design. These design principles come to life through the hiring process, how we develop teachers, our daily schedule, our relationships with our students, and the design of our projects. Beginning in kindergarten, HTH students are well known by their teachers and as a result engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations with high levels of support. At HTH, learning happens both inside and outside of the classroom and as a result, students are able to develop a sense of belonging in academic and real-world settings. 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, and nonprofits. We believe in authentic assessment, which often means that assessments are performance based: students of all ages regularly share their learning to their peers, family, and the community at large.

HTH schools 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. Since its founding in 2000, High Tech High has articulated a particular focus on increasing the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. In this context, the primary goals for HTH schools are: to provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens ready to take on the leadership challenges of the 21st century.

Dashboard and Verified Data Justify Renewal

The data shared throughout this petition are consistent with a thriving system of K-12 schools, comprising three campuses and nine schools intentionally situated on three campuses across San Diego County. Our Dashboard data firmly positions our schools within the upper and middle tiers for charter renewal purposes, as detailed in AB 1505. In addition, HTH presents evidence of yearly increases in academic achievement over the past two years as measured via NWEA MAP growth data, underscoring our commitment to ongoing growth and academic progress. Perhaps most importantly, we present evidence in this petition of “strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers” (AB 1505), solidifying that student experiences through the HTH schools effectively prepare students for success beyond high school.

This placement demonstrates that the charter school is meeting or exceeding performance expectations set by the state. Renewal of the charter is thus warranted, as it ensures continued access to quality education for students and acknowledges the school’s contribution to the educational landscape. Moreover, maintaining this status reinforces confidence among stakeholders, including parents, educators, and policymakers, in the charter school's ability to deliver on its mission and uphold accountability standards.

All measures presented converge on a compelling narrative of success driven by the HTH Design Principles: equity, personalization, authentic work, and collaborative design. These principles serve as guiding pillars for the educational ethos of HTH schools, prioritizing individualized learning experiences, real-world applications, and collaborative problem solving that contribute to the holistic development of students.

Transfer to San Diego County Office of Education upon Renewal

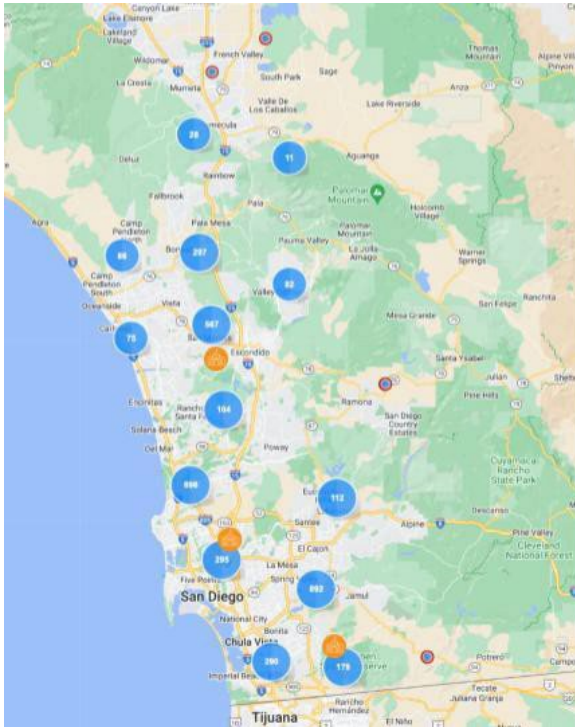
As a result of legislation in 2019, the SBE will be winding down its authorization of charter schools. HTH is the sole remaining statewide charter school under former section 47605.8. In light of the discontinuation of the SBC program and the special authority provided by section 47605.9 specifically for HTH’s renewal, HTH SBC requests renewal and transfer from a SBE-approved statewide charter to a San Diego County charter. The assignment of the statewide charter to a single countywide charter under section 47605.6 is the natural trajectory for HTH, consistent with the letter and intent of section 47605.9. This renewal petition is intended to culminate the past

two decades of statewide authorization into a single, regionally-focused, countywide charter school spanning the geographic boundaries of several school districts.

A hallmark of HTH’s countywide focus is that it reaches beyond local school district boundaries. HTH draws from zip code clusters throughout the county, crossing a dozen or more school district boundaries. As such, HTH is committed to maintaining demographic representation in alignment with the demographics of San Diego County. This is demonstrated in the table below as there is close demographic symmetry across the large majority of subgroups in the 2022-2023 school year. ([CDE Dataquest Site](#)).

Student Demographics Mirror those of San Diego County

Category	HTH SBC Schools	San Diego County Schools
Socio-economically Disadvantaged	41.8%	52.3%
English Learners	11.5%	18.3%
Students with Disabilities	16.4%	15.1%
Latino or Hispanic	53.2%	49.1%
White	25.6%	28.3%
Two or More Races	8.1%	6.7%
Filipino	5.3%	3.5%
Asian	4.2%	6.7%
African American	2.8%	4.1%
American Indian	0.3%	0.5%
Pacific Islander	0.4%	0.4%



2023/24 HTH SBC Students Live in Zip Codes Across San Diego County

The number in each of the blue circles represents the student count from that particular zip code.

The orange school icon circle represents each of the three SBC school campuses.

Accordingly, HTH SBC requests renewal and a transfer to San Diego County Office of Education (“SDCOE”) as a countywide benefit charter pursuant to Education Code Section 47605.9(c).

Selection of County-District-School (CDS) Code

Provided the SBE approves HTH’s renewal and transfer to a single San Diego County charter, HTH requests that the schools operate under the County-District-School (CDS) Code 37 76471 0114678, which is currently assigned to High Tech High Chula Vista. Additionally, HTH acknowledges the eight CDS codes assigned to the other currently operating HTH-SBC schools will be closed for all purposes; and HTH acknowledges that any and all subsequent renewals will be based on the historical academic data reported from CDS code 37 76471 0114678.

HTH SBC Meets Renewal Criteria - California Dashboard Data

Renewal Tier: All SBC Schools are middle performing or high performing

According to the CDE generated “Performance Category Data Files” released on March 12, 2024, all nine High Tech High SBC schools are classified as middle or high performing. High Tech Middle North County and High Tech Middle Mesa are both classified as high performing, whereas the seven additional SBC schools fall within the middle tier. Additionally, High Tech Middle North County was recognized as a California Distinguished School for the 2023-24 school year. The renewal tier placement demonstrates that High Tech High SBC schools are meeting or exceeding performance expectations set by the state. Renewal of the charter is thus warranted, as it ensures continued access to quality education for students and acknowledges the school's contribution to

High Tech High Statewide Benefit Charter Renewal Petition

the educational landscape. Moreover, maintaining this status reinforces confidence among stakeholders, including parents, educators, and policymakers, in the charter school's ability to deliver on its mission and uphold accountability standards.

Charter School Performance Category Data File - 2023									
California Department of Education, March 12, 2024									
CDS: County District School, N/A: Not Applicable.									
CDS	Score	Dashboard_Schooltype	Charter_Type	School	District	County	School_Type	Performance_Level	Criteria
37764710123059	0123059	ES	DF	High Tech Elementary Chula Vista	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710138776	0138776	ES	DF	High Tech Elementary Mesa	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710127605	0127605	ES	DF	High Tech Elementary North County	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710114678	0114678	HS	DF	High Tech High Chula Vista	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710137067	0137067	HS	DF	High Tech High Mesa	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710114694	0114694	HS	DF	High Tech High North County	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710123042	0123042	MS	DF	High Tech Middle Chula Vista	SBC - High	San Diego	Intermediate/Middle Schools (Middle Performing)	Middle Performing	N/A
37764710138768	0138768	MS	DF	High Tech Middle Mesa	SBC - High	San Diego	Intermediate/Middle Schools (High Performing)	High Performing	Criterion 2
37764710119271	0119271	MS	DF	High Tech Middle North County	SBC - High	San Diego	Intermediate/Middle Schools (High Performing)	High Performing	Criterion 2

More specifically, our 2022-2023 HTH - SBC Dashboard data showcases performance metrics that surpass the State of California's values across all reported categories. From academic proficiency to low chronic absenteeism indicators and beyond, our school's performance metrics consistently exceed statewide benchmarks. However, we also acknowledge that there is considerable room for improvement in all areas. We are committed to continuous growth and improvement, recognizing that sustained progress is vital for ensuring the ongoing success of our students.

School	ELA CAASPP 22/23	MATH CAASPP 22/23	ELPI 2022-2023	Chronic Absenteeism 2022-2023	Suspension Rate 2022-2023	CCI 2022-2023	Graduation Rate 2022-2023
California	13.6 pts Below (Maintained -1.4 pts)	49.1 pts Below (Maintained 2.6 pts)	48.7% (Maintained -1.6%)	24.3% (Declined 5.7%)	3.5% (Increased 0.4%)	43.9% (Medium)	86.4% (Declined 1%)
SBC-Schools	2 pts Below (Declined 4.2 pts)	48.5 pts Below (Increased 3.9 pts)	59% (Increased 16.1%)	21.4% (Declined 7.8%)	2.1% (Declined 1.5%)	50.1% (Medium)	98% (Increased 1.7%)

In this charter renewal petition, we emphasize the importance of adhering to the guidelines outlined in AB 1505. As per this legislation, when evaluating a charter school situated in the middle or high performance tier, it's crucial that evaluators base their assessments on verified data. We firmly believe that utilizing accurate, data-driven insights is essential for ensuring fairness and transparency in the renewal process. This is especially important given that this is the first year of renewals under AB 1505. By relying on verified data, we can confidently demonstrate our school's continued commitment to academic excellence and student success.

HTH SBC Meets Renewal Criteria - Verified Data

Since its founding in 2000, High Tech High has articulated the goal of preparing all graduates for postsecondary success, with a particular focus on increasing the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.

HTH is committed to achieving college access for all students at its schools. 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. HTH coursework is aligned with the entry requirements of the University of California (“UC”) and California State University (“CSU”) systems. This results in 99% of HTH SBC graduates from the class of 2022 meeting UC / CSU requirements as compared to 51% of California graduates according to the [CDE Dataquest](#) website.

This focus on all students completing UC / CSU aligned coursework and robust college advising leads to postsecondary outcomes amongst HTH students that exceed county and state averages. In the tables and charts below, HTH presents strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates and presents evidence of measurable increases in academic achievement.

Highlighting strong post-secondary outcomes, it is with great pride that we recognize our first graduating class that started their journey as kindergartners at HTeCV, making their way through HTMCV, and graduating as the Class of 2024 from HTHCV. Of the students in the graduating Class of 2024 from HTHCV, 99% of them are graduating with a high school diploma that meets or exceeds A-G requirements, making them eligible for admission to UC and CSU systems, exceeding the State of California student performance which is 45%. Of those graduates, school acceptances are included to over 16 different California State University campuses, over 12 University of California school systems, the United States Air Force Academy, the United States Naval Academy, the New York Conservatory for Dramatic Arts, Embry-Riddle Aeronautical University, and a variety of Big Ten and Private institutions.

Academic Achievement

Verified Data Source: MAP CGI Report

HTH SBC administers the NWEA MAP growth assessment to students in grades 3-11. The MAP assessment allows HTH SBC to track the progress of students by administering the assessment to the same group of students annually. According to the SBE, item 2 May 2023 Agenda, NWEA publisher guidance details: “to demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth using the NWEA Conditional Growth Index (CGI) metric.”

By administering the MAP assessment in fall of each year, HTH SBC tracks the longitudinal progress for a fixed cohort of students over a full year. In order to effectively analyze our MAP data, we partnered with EdTec for our analysis. Eligible students in the table below represent all students who were enrolled at an HTH SBC school in a given year as of the October 31st CBEDS upload (denominator). Students were then included in the participation rate if they had a MAP score in the fall of both of the identified years. The table below documents that the MAP assessment was administered consistently to over 95% of eligible students at HTH SBC between the Fall 2021 and the Winter 2024 MAP assessment.

Percentage of students pre- and post-tested

MATH	Fall '21 - Fall '22	Fall '22 - Fall '23	Fall '23 - Winter '24
Elementary Average	96%	99%	97%
Middle Average	97%	99%	96%
High Average	94%	96%	96%
ALL STUDENTS TESTED	96%	98%	96%
<i>Grade Level</i>			
3			96%
4	95%	98%	99%
5	96%	100%	97%
6	99%	99%	94%
7	97%	98%	96%
8	96%	100%	100%
9	97%	97%	93%
10	93%	96%	96%
11	94%	96%	99%

Percentage of students pre- and post-tested

READING	Fall '21 - Fall '22	Fall '22 - Fall '23	Fall '23 - Winter '24
Elementary Average	94%	99%	97%
Middle Average	95%	99%	96%
High Average	96%	97%	96%
ALL STUDENTS TESTED	95%	98%	96%
<i>Grade Level</i>			
3			95%
4	91%	98%	99%
5	96%	99%	97%
6	97%	100%	93%
7	96%	96%	96%
8	93%	101%	99%
9	97%	97%	93%
10	95%	96%	96%
11	97%	99%	98%

High Tech High SBC has met the verified data criteria for “one year’s growth” for the past two years, represented by a schoolwide Fall to Fall average conditional growth index of -0.2 or higher.

NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the schoolwide, grade band, and subgroup averages. According to NWEA guidance, in using MAP Growth Data for AB1505: “For both the student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

The tables below show the average student Conditional Growth Index (CGI) schoolwide, as well as by grade band and significant student group at High Tech High SBC for:

- Fall '21 to Fall '22
- Fall '22 to Fall '23

Fall to Winter of the 2023-24 school year

MATH	Fall '21 - Fall '22	Fall '22 - Fall '23	Fall '23 - Winter '24
Elementary Average	-0.2	-0.3	0.0
Middle Average	-0.2	-0.2	0.1
High Average	0.0	0.4	-0.1
ALL STUDENTS TESTED	-0.1	0.1	0.0
Socioeconomically Disadvantaged	-0.1	0.1	-0.1
English Learners	-0.1	0.2	-0.3
Students with Disabilities	-0.1	0.2	-0.1
African American	-0.2	-0.2	0.0
Asian	0.0	0.2	0.0
Hispanic or Latino	-0.1	0.1	-0.1
White	-0.2	0.1	0.1

READING	Fall '21 - Fall '22	Fall '22 - Fall '23	Fall '23 - Winter '24
Elementary Average	-0.5	0.0	-0.1
Middle Average	-0.2	-0.1	0.0
High Average	0.0	0.4	-0.2
ALL STUDENTS TESTED	-0.1	0.2	-0.1
Socioeconomically Disadvantaged	-0.1	0.2	-0.2
English Learners	-0.3	0.4	-0.3
Students with Disabilities	-0.2	0.3	-0.3
African American	-0.3	0.6	-0.2
Asian	0.0	0.1	-0.4
Hispanic or Latino	-0.1	0.2	-0.2
White	-0.2	0.1	-0.1

Schoolwide growth in Math ranges from -0.1 to 0.1 from Fall 2021 through Winter 2024 and Reading growth ranges from -0.1 to -0.2 during the same period; illustrating one year's growth (or more) in Math and Reading schoolwide. Growth was stronger in both subjects Fall 2022 to Fall 2023 than the previous one year period.

We present compelling evidence of academic achievement and growth, as demonstrated by the NWEA Map test results in mathematics and reading. Over the course of three years, from Fall 2021 through Winter 2024, our schools have consistently shown significant progress in both subjects. Schoolwide growth in mathematics has ranged from -0.1 to 0.1, while reading growth has ranged from -0.1 to -0.2 during the same period. These figures illustrate at least one year's worth of growth in both mathematics and reading school wide.

Of particular note is the marked improvement observed from Fall 2022 to Fall 2023, surpassing the growth achieved in the preceding year. This positive trajectory underscores the efficacy of our educational approach and the dedication of our educators. Notably, this year-to-year pattern of improvement extends across demographic subgroups, demonstrating our commitment to fostering academic success for all learners, regardless of background or circumstance.

College Enrollment

Verified Data Sources: Dataquest College Going Rate, National Student Clearinghouse

HTH SBC demonstrates strong college enrollment in the tables and charts below. The table displays the most recent year of outcomes that is available from the verified data source as compared to San Diego County and the State of California. The table provides reporting on college enrollment outcomes for socio-economically disadvantaged (SED) students. According to [Inside Higher Education](#), income exerts a large influence on college enrollment patterns: "Students from the lowest quintile who attended college were more likely to first pursue an associate degree (42 percent) than a bachelor's degree (32 percent). Their peers from the wealthiest quintile, however, were much more likely to first seek a four-year degree (78 percent) than a two-year degree (13 percent)." HTH SBC seeks to disrupt these predictable patterns of college enrollment and for this reason specifically breaks out outcomes for SED students. In addition, HTH SBC provides charts showing strong college enrollment performance over longer periods of time and for all numerically significant subgroups.

The Dataquest College Going Rate is generated by researchers associated with the CDE. CALPADS files that include all high school graduates are uploaded to the National Student Clearinghouse. As such, this reporting meets the 95% participation threshold given that all eligible students graduating from an HTH SBC are represented in this dataset.

Table 1: HTH SBC demonstrates strong college enrollment outcomes amongst 2020-2021 graduates as compared to the San Diego County and the State of California:

Enrollment Measure	HTH SBC	San Diego County	State of California
2021 graduates enrolled in college within 12 months	77.6%	68.4%	66.7%
2021 SED graduates enrolled in college within 12 months	75.9%	59.5%	59.1%
2021 graduates enrolled in 4-year college* within 12 months	54.2%	36.4%	32.7%
2021 SED graduates enrolled in 4-year college* within 12 months	48.3%	25%	25.1%
2021 graduates enrolled in UC College within 12 months	20.1%	10%	8.8%
2021 graduates SED enrolled in UC College within 12 months	14.6%	7.3%	6.7%

* HTH SBC calculates a proxy to four year college going rate using the DataQuest College Going rate by adding up UC attendance, CSU attendance, Private 2 and 4 year (in state), and 4 year college (out of state).

2023 marked the first graduating class at HTH Mesa. For this reason, HTH Mesa students are not represented in reporting on post secondary outcomes. HTH Mesa demonstrated strong college enrollment for this inaugural class according to internal National Student Clearinghouse (NSC) reports. While comparison data from the state and county are not available for this graduating cohort they enroll in colleges particularly four year colleges at impressive rates as documented in the table below.

Table 2: HTH Mesa demonstrates strong college enrollment amongst 2022-2023 graduates

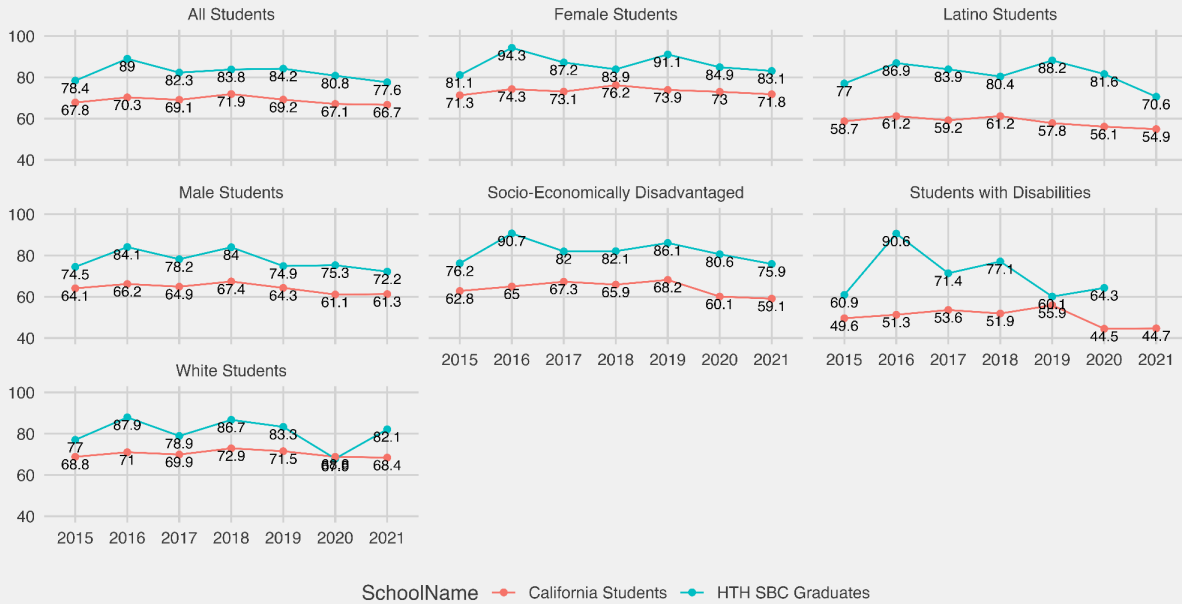
Enrollment Measure	HTH Mesa
2023 graduates enrolled in college within 12 months	79%
2023 graduates enrolled in 4-year college* within 12 months	66%

High Tech High Statewide Benefit Charter Renewal Petition College Enrollment Charts

The following charts demonstrate strong postsecondary college enrollment at HTH SBC as compared to San Diego County and the State of California over the seven year time frame from 2015-2021 and for numerically significant subgroups.

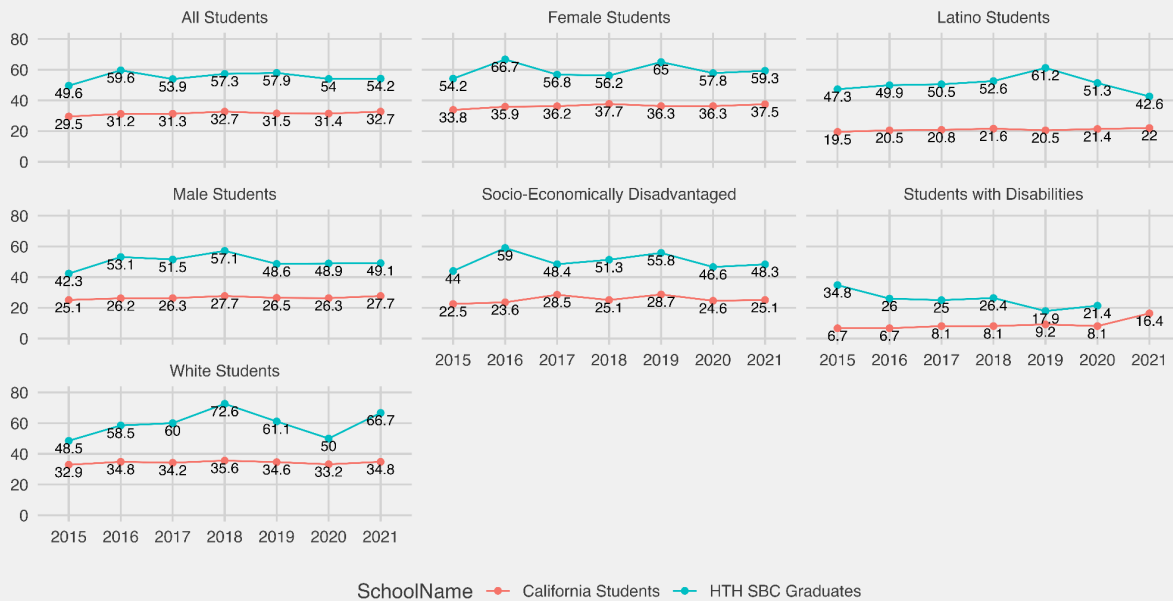
HTH SBC Graduates Attend College at Higher Rates than California

Verified Data: CDE College Going Release Winter 2023

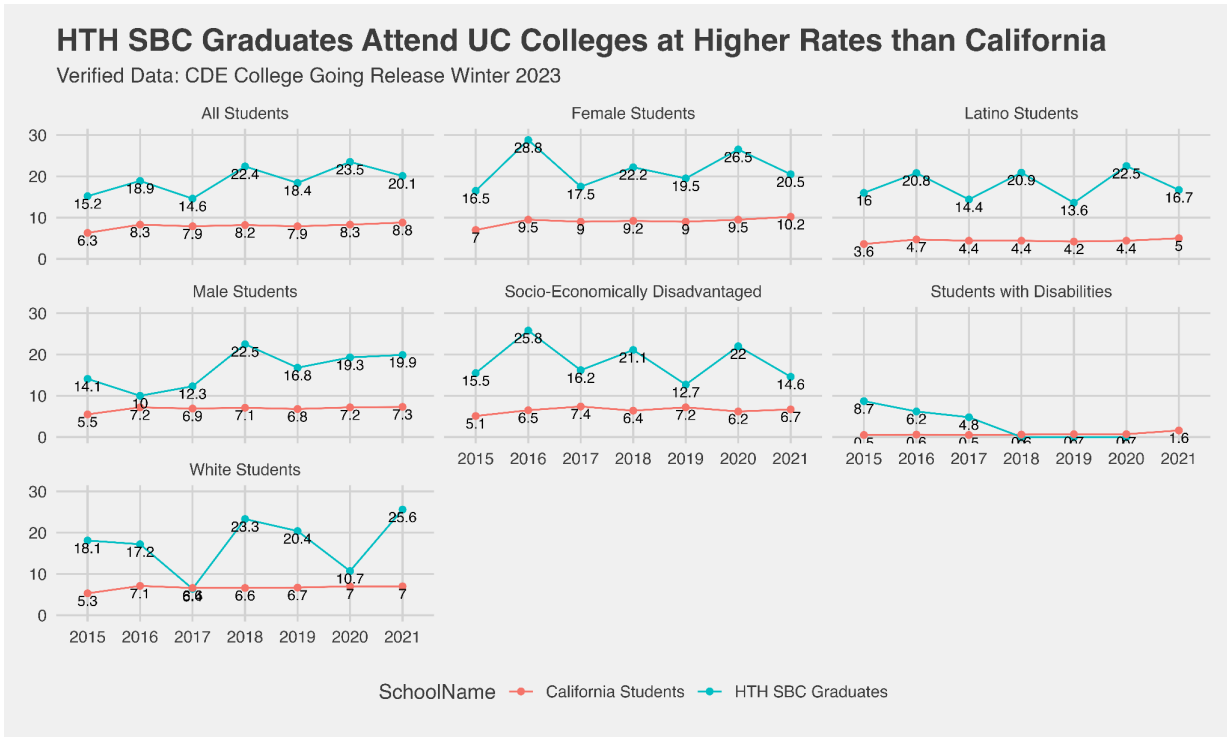


HTH SBC Graduates Attend 4 Year Colleges at Higher Rates than California

Verified Data: CDE College Going Release Winter 2023



High Tech High Statewide Benefit
Charter Renewal Petition



College Persistence

Verified Data Source: National Student Clearinghouse

HTH SBC demonstrates strong college persistence in the tables and charts below. The National Student Clearinghouse (NSC) reports on college persistence by calculating the rate of persistence for students from the first to second year of college. Table 2 displays the most recent year of outcomes that is available from the NSC as compared to schools with a similar demographic profile. To allow for additional benchmarking, HTH SBC also presents comparison NSC data from San Diego County Schools provided by the San Diego County Office of Education (SDCOE). In addition, HTH SBC provides charts showing strong college persistence performance over longer periods of time as compared to similar schools benchmarked by the NSC.

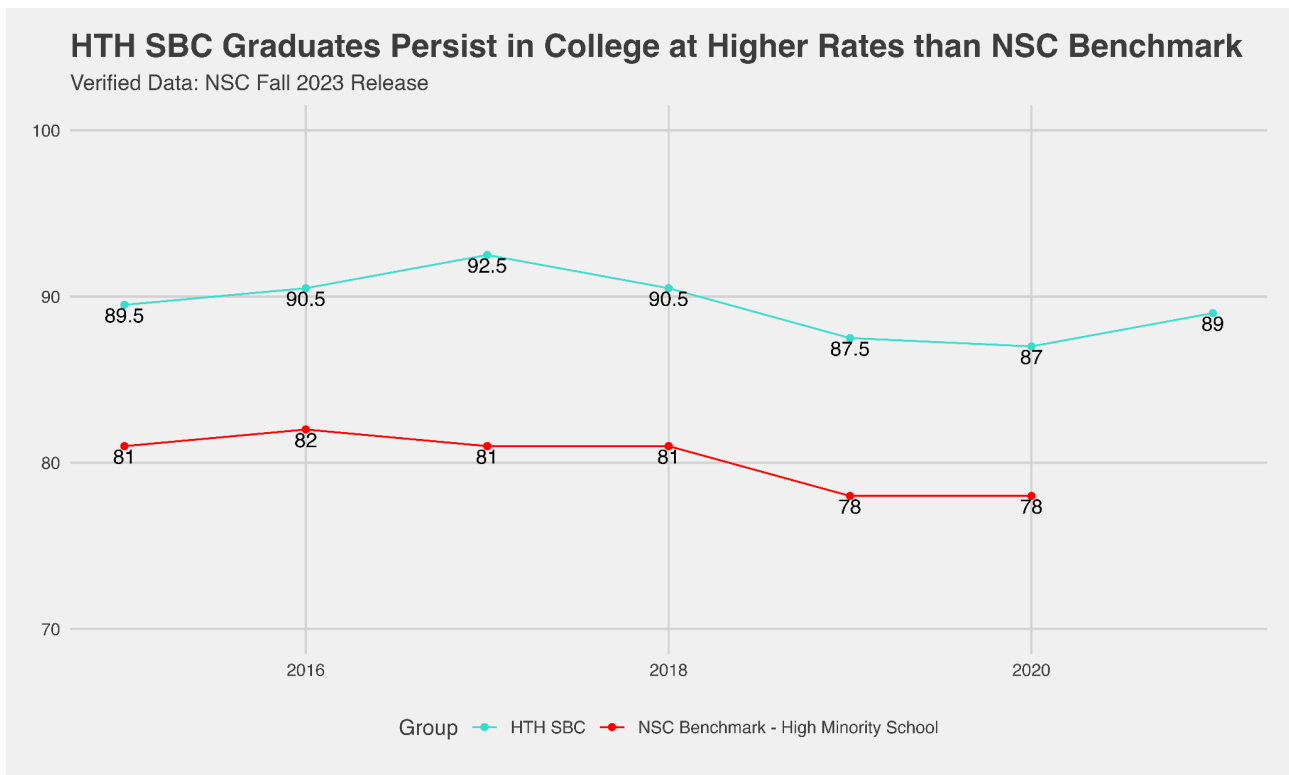
The NSC [benchmarking report](#) allows HTH SBC to compare college persistence rates amongst HTH SBC graduates to college persistence rates at similar schools. HTH SBC are best compared to high-minority schools according to the NSC demographic profiles. For example, the NSC Benchmark Report explains: “high-minority schools are defined as schools where at least 40 percent of the students are black or Hispanic”. [According to the California Dashboard](#), HTH SBC schools served 52.8% Hispanic students during the 2022 year.

Each year HTH SBC uploads a file including all high school graduates to the NSC. As such, this reporting meets the 95% participation threshold given that all eligible students graduating from an HTH SBC are represented in this dataset.

Table 2: HTH SBC graduates demonstrate strong persistence outcomes compared to similar schools according to the NSC

Measure	HTH SBC	NSC Benchmark high-minority schools	NSC Benchmark charter schools 50th percentile	NSC San Diego County (SDCOE)
2019 graduates persisting from first to second year of college	87.5%	78%	75%	84%

Persistence Chart



College Completion

Verified Data Source: National Student Clearinghouse

HTH SBC demonstrates strong college completion in the tables and charts below. The National Student Clearinghouse (NSC) reports on college completion. The table displays the most recent year of outcomes that is available from the NSC as compared to schools with a similar demographic profile. To allow for additional benchmarking, HTH SBC also presents comparison NSC data from San Diego County Schools provided by the SDCOE. In addition, HTH SBC provides charts showing strong college completion.

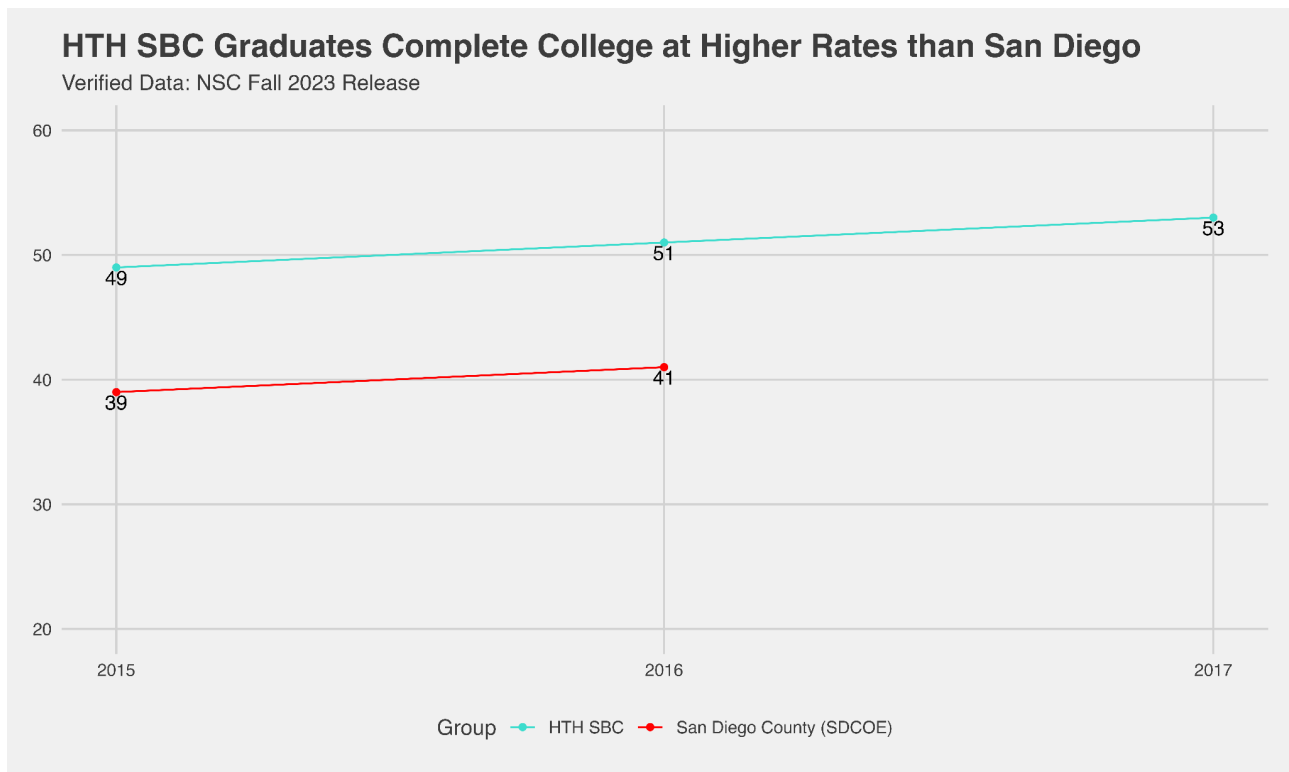
Similar to the college persistence metric, the NSC [benchmarking report](#) allows HTH SBC to compare college completion rates amongst HTH SBC graduates to college persistence rates at similar schools. HTH SBC are best compared to high-minority schools according to the NSC demographic profiles.

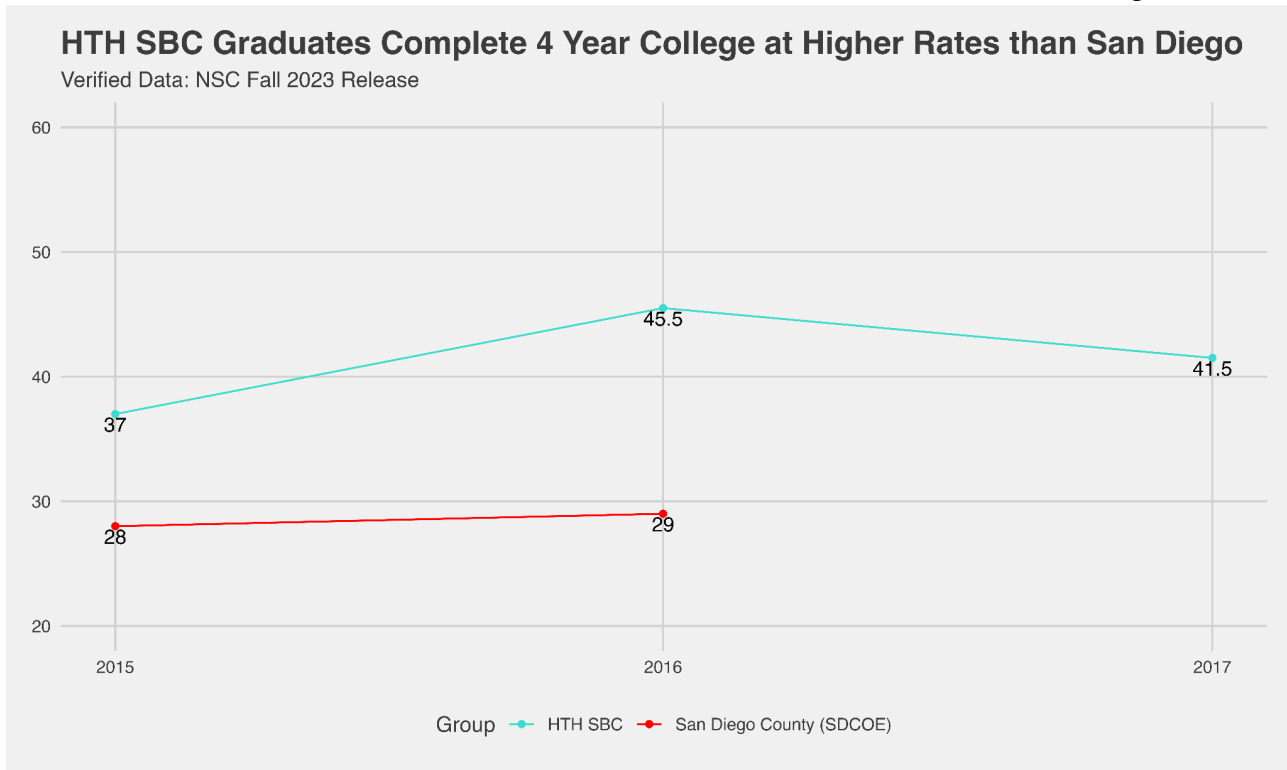
Each year HTH SBC uploads a file including all high school graduates to the NSC. As such, this reporting meets the 95% participation threshold given that all eligible students graduating from an HTH SBC are represented in this dataset.

Table 3 HTH SBC graduates demonstrate strong completion outcomes compared to similar schools according to the NSC

Measure	HTH SBC	NSC Benchmark high-minority schools	NSC Benchmark charter schools 50th percentile	NSC SD County
2015 graduates completing college	47.5%	33%	24%	39%

College Completion Charts





Supplementary Evidence of Strong Postsecondary Outcomes

HTH Graduates Earn STEM Degrees at Higher Rates than their Peers Nationally Verified Data Source: National Student Clearinghouse

Since its founding in 2000, High Tech High has articulated a particular focus on increasing the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. HTH is executing on this goal and HTH graduates continue to earn STEM degrees at higher rates than their peers nationally. NSC data available for HTH graduates of the classes of 2013 and 2014 reveal 90%+ of colleges reporting college majors. This translates to a sample size of 479 students earning a bachelor's degree. For consistency with the benchmark below, HTH has calculated this same percentage of HTH students earning a STEM degree as a percentage of bachelor's degree for the classes of 2013 and 2014 at 51%. This is compared to a 32% rate nationally amongst 2013 graduates earning a bachelor's degree according to the [College Clearinghouse](#).

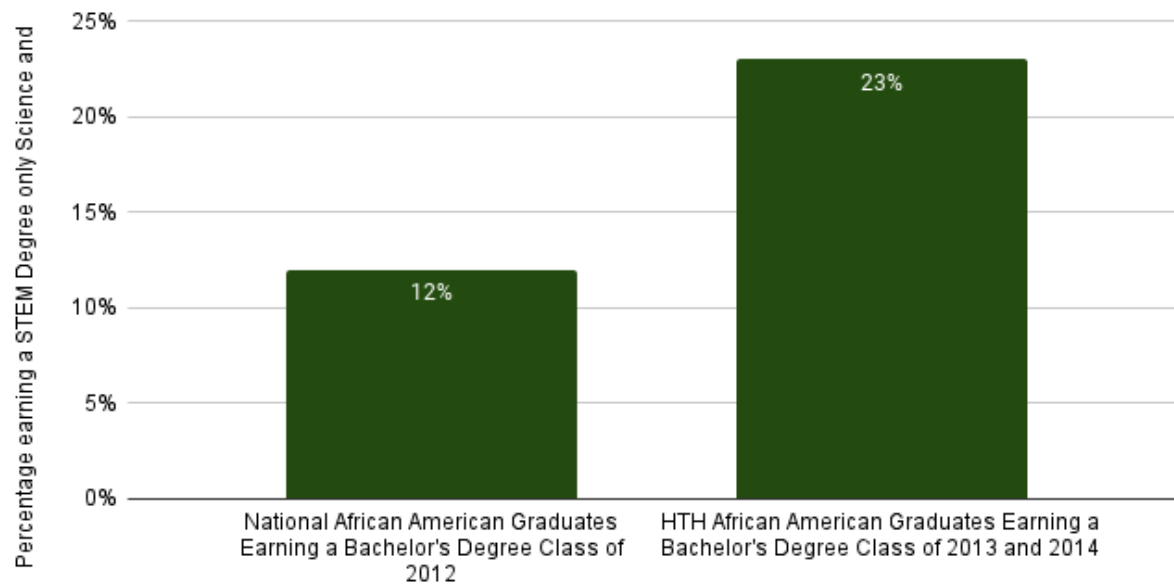
It is important to note that STEM majors as defined by the College Clearinghouse include the academic disciplines of Psychology and Sociology which are included in the reporting above. When we limit STEM majors to only those earning a degree in a Science or Engineering discipline, HTH graduates earn a STEM degree as a percentage of total bachelor's degree for the classes of 2013 and 2014 at 27% as compared to a national rate of 16% according to the same College Clearinghouse report. The charts below demonstrate that HTH graduates including Latinx and African American graduates earned STEM degrees in Science and Engineering fields at rates higher

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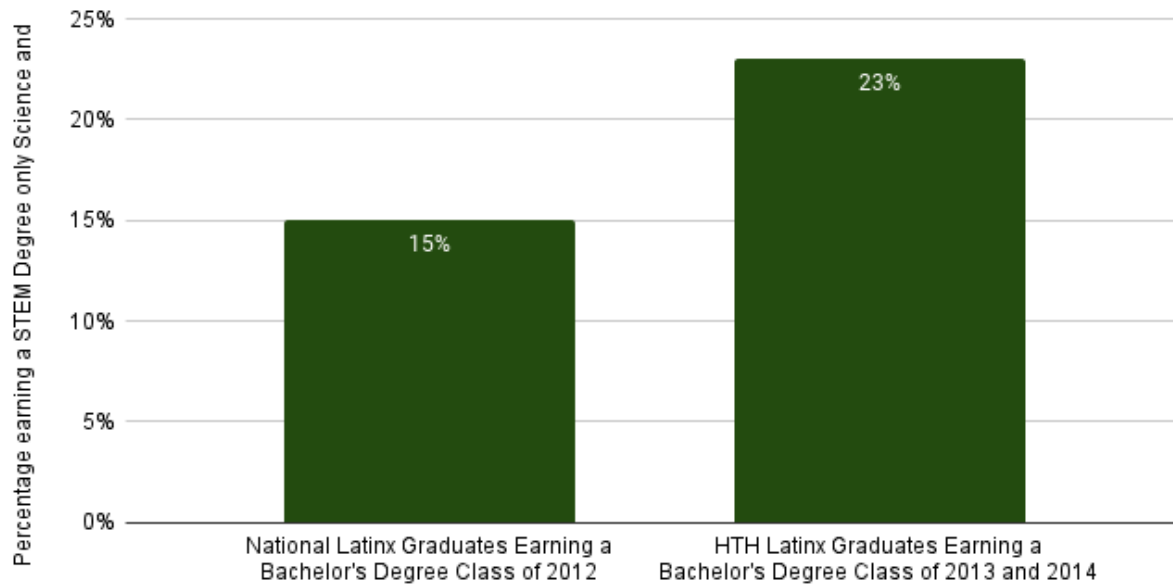
than comparable graduates nationally. HTH used this [NCES report](#) to make comparisons to national outcomes for African American and Latinx students.

Measure	HTH Graduates	National Average
STEM degree as a percentage of total bachelor's degree	51%	32%
Degree in a Science or Engineering discipline as a percentage of total bachelor's degree	27%	16%

HTH African American Graduates Earn STEM Degrees at a Higher Rate than African American Students Nationally



HTH Latinx Graduates Earn STEM Degrees at a Higher Rate than Latinx Students Nationally



This success HTH has achieved in increasing the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields is due in large part to the design and operating practices of HTH schools described in the sixteen required charter elements below.

THE SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

ELEMENT A: EDUCATIONAL PROGRAM

Below HTH describes the educational design principles, and, more specifically, the educational program in accordance with Education Code Section 47605.6 (5)(A)(i, ii, iii, iv). Educational activities take place in a site-based matriculation setting.

Design Principles

The work at HTH schools 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: HTH is an equity project. Teachers work to address inequities and help students reach their full potential. HTH is intentionally diverse and integrated, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities they 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. HTH has an acute focus on college entrance and college completion for all students.

Personalization: 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, HTH fosters relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, and student collaborative work.

Authentic Work: Projects for students 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, and consultation with outside experts. HTH 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: 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.

Mission and Goals

All High Tech High 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, HTH's primary goals are:

- a. To provide all High Tech High 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.
- b. To prepare students for postsecondary education and for leadership in a high technology society by integrating technical and academic education.
- c. To increase the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.
- d. To improve public education in California by training and preparing educators to teach in, and lead, innovative public schools.

Teachers create learning experiences designed to foster Deeper Learning competencies¹ 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 is how HTH defines an educated person in the 21st century and prepares students to navigate the complex challenges of our increasingly multicultural society and global economy. HTH implements an instructional strategy aligned with the Student Centered Learning Model developed by Jobs for the Future.² This model describes the following characteristics as key to student centered practice: learning is personalized, competency based, takes place anytime/anywhere, and students exert ownership over their learning. This model brings together research from various fields including the learning sciences to argue that an emphasis on student centered practices or deeper learning leads to the knowledge, skills, and dispositions to succeed in college, career, and civic life.³ This research-based strategy that a student centered approach enhances college readiness and capacity supports the theory of action at the heart of HTH schools.

Curriculum and Instructional Design

HTH teachers work in teams to design curriculum that is integrated across subjects and aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) through three key integrations that unify HTH's educational program. These integrations reflect HTH's belief of how learning best occurs.

1. **Integrating Students:** HTH'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 HTH. 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. Rather than mis-predicting students' future trajectories on the basis of perceived academic ability, HTH prepares all of its students for admission to a four-year university.
2. **Integrating School and Community:** The HTH learning environment extends well beyond the walls of its classrooms to leverage educational opportunities in the community. Students investigate authentic problems confronting the community, conduct scientific and

¹ Definition of "Deeper Learning," from The Hewlett Foundation.

² See <https://www.jff.org>

³ See <https://studentsatthecenterhub.org/about/>

ethnographic research in the field, partner with adult professionals, and create products that benefit stakeholders in the community.

3. **Integrating Hands and Minds:** Students at HTH use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. Both academic and technical strands are strongly in evidence at HTH.

HTH's guiding pedagogy, which binds the three integrations, is Project-Based Learning. Project-Based Learning can be defined as⁴:

- 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

HTHs 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.

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

All new faculty participate in an intensive New Teacher Odyssey professional learning experience that includes experiential learning, workshops, project tunings, and collaboration time with experienced faculty. Over the course of the school year, HTH teachers convene for three all-HTH professional development days. During the organization-wide professional learning experiences, teachers engage in professional learning with colleagues from across HTH schools. Professional

⁴ Definition from Autodesk Foundation.

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learning experiences focus on classroom practices that are aligned with HTH's design principles and mission. At the school site level, teachers engage in ongoing professional development through weekly morning meeting time and dedicated staff days.

School Directors prioritize instructional coaching and spend a significant percentage of their time observing in classrooms and debriefing with teachers. HTH has structures for collegial coaching, as well as official mentor-mentee partnerships for teachers earning credentials and participating in the HTH Intern and Induction Programs.

The High Tech High District Intern and Induction Programs and the High Tech High Graduate School of Education provide HTH's faculty, and teachers throughout the neighboring districts, and elsewhere, with abundant opportunities for professional development, enrichment, and growth.

Projected Enrollment

High Tech High projects sustained enrollment at current levels over the next three school years. Our target student population is reflected in the demographics of current student populations, as shown in Element H, which are also expected to be sustained for the next three school years.

TOTAL and Final budgeted	25-26 Budgeted Enrollment	26-27 Budgeted Enrollment	27-28 Budgeted Enrollment
HTeCV			
K	72	72	72
1	72	72	72
2	75	75	75
3	75	75	75
4	75	75	75
5	75	75	75
TOTAL	444	444	444
HTeM			
TK	20	20	20
K	70	70	70
1	70	70	70
2	72	72	72
3	72	72	72
4	72	72	72
5	72	72	72
TOTAL	448	448	448
HTeNC			
K	72	72	72
1	72	72	72
2	75	75	75
3	75	75	75
4	75	75	75
5	75	75	75
TOTAL	444	444	444

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TOTAL and Final budgeted	25-26 Budgeted Enrollment	26-27 Budgeted Enrollment	27-28 Budgeted Enrollment
HTMCV			
6	112	112	112
7	112	112	112
8	112	112	112
TOTAL	336	336	336
HTMNC			
6	112	112	112
7	112	112	112
8	112	112	112
TOTAL	336	336	336
HTMM			
6	112	112	112
7	112	112	112
8	112	112	112
TOTAL	336	336	336

TOTAL and Final budgeted	25-26 Budgeted Enrollment	26-27 Budgeted Enrollment	27-28 Budgeted Enrollment
HTHCV			
9	174	174	174
10	168	168	168
11	160	160	160
12	156	156	156
TOTAL	658	658	658
HTHNC			
9	108	108	108
10	105	105	105
11	95	95	95
12	92	92	92
TOTAL	400	400	400
HTHM			
9	112	112	112
10	110	110	110
11	106	106	106
12	102	102	102
TOTAL	430	430	430
total SBC HTH	3832	3832	3832

Plan for Students Who Are Not Achieving At or Above Expected Levels

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

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.

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.

Academic Tutoring and Interventions: Students may receive tutoring, including organization skills support, from teachers and academic coaches during class, lunch, before school, and after school. Especially at the elementary level, students work in small groups for literacy instruction, based on their levels and needs.

Supplemental School Learning Resources: Supplemental learning materials are made available to students through text resources, as well as information technology.

Academic Coaches and Education Specialists: During the core day, academic coaches embedded in the classrooms provide additional support to students who are struggling within the classroom context. Education 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.

Student Success Team: When a student is identified to be progressing at an unsatisfactory rate, a student success team is formed, during which faculty and parents/guardians discuss strategies for supporting the student's learning, set goals for improvement, and meet to follow-up on student progress.

Summer and Intersession Programs: HTH offers Expanded Learning Opportunity Programs to students in grades K-6. HTH offers a summer bridge program for new students, including students with below grade-level skills in math and English. HTH also offers summer school programs for students who need additional academic support and grade recovery.

Social Emotional Support Practices: Many students who struggle academically are also in need of social-emotional support. In addition to providing academic support, teachers offer social-emotional support through intentional classroom strategies, including group circles and restorative justice practices. School psychologists, social-emotional coordinators, and/or deans develop and model these practices. School psychologists also coach teachers and consult with staff about specific students who need additional support.

Plan for Students Who Are Achieving Substantially Above Grade Level Expectations

HTH does not track students based on test scores or perceived academic ability. Rather, within each class, teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high achievement, including, but not limited to, the following:

Small Class Sizes: HTH’s small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students to offer enrichment opportunities on both projects and core skills.

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 high achieving 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.

Supplemental School Learning Resources: Supplemental learning materials are made available to students through text resources, as well as information technology.

Alternative Assignments: 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.

Academic Enrichment: Students may receive enrichment from teachers during class, lunch, before school, and after school.

Plan for English Learners

HTH aims to ensure educational equity for English Learners (“ELs”), which means that each student receives what he or she needs to develop his or her full academic and social potential.⁵ In order to effectively educate ELs, HTH strives to create an educational program that does three things for ELs: (i) promote the students’ sociocultural integration; (ii) cultivate their language proficiency; and (iii) holistically support their academic achievement.⁶

⁵ [National Equity Project](#)

⁶ 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.

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

HTH will administer a home language survey upon a student's initial enrollment into HTH schools. Students who indicate that their primary language is other than English will be given the Initial English Language Proficiency Assessments for California ("ELPAC") to determine their English language proficiency status.

HTH will administer the Summative ELPAC to students who have previously been identified as an EL. The Summative ELPAC measures student progress with English development in each of the four domains: Listening, Speaking, Reading, and Writing. HTH will administer the Summative ELPAC to ELs on an annual basis until they are reclassified as fluent English proficient.

HTH will notify parents/guardians of ELs annually of their child's status, assessment results, and other required information.

Embedded in HTH's Project Based Learning approach school wide are many pedagogical practices which are informed by and aligned with theories of English language acquisition. The following theories inform our work:

- a. Merrill Swain's work⁷ highlights the importance of **meaningful output**. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, HTH students are constantly engaged in conversations with peers and teachers that foster meaningful output.
- b. Researcher Jim Cummins⁸ underscores the importance of **embedding academic language in context**, making academically demanding content easier for ELs to understand. Through the hands-on learning that happens at HTH, academic content is regularly embedded in rich context. Students frequently engage in hands-on

⁷ Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-53). Rowley, MA: Newbury House.

⁸ Cummins, J. (1984). *Bilingualism and special education: Issues in assessment pedagogy*. San Francisco: College-Hill Press.

learning, with materials, tools, and manipulatives that give ELs context for their academic learning.

- c. Stephen Krashen⁹ asserted that learners have an ***affective filter*** that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. HTH's small class size, the design principle of personalization, as well as HTH's focus on social-emotional learning, creates a school culture in which ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in Project Based Learning also reduces this filter for ELs.

Krashen also hypothesized that English learning requires ***comprehensible input*** -- meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within our classrooms are ample opportunities for students to receive comprehensible input. ELs are strategically grouped with peers who can provide this $i + 1$ input. In addition, teachers differentiate reading selections to be comprehensible to ELs. Because our teachers often use web resources and authentic texts (rather than textbooks), they can select the appropriate texts for emerging readers.

In addition to the pedagogical practices that support ELs in the classroom, HTH also provides designated EL instruction through small group pull-out sessions and during middle and high school enrichment periods. The EL Teacher at each school site oversees the designated instruction and supports teachers in implementing integrated instruction into the general education classroom. The EL Teacher (under the direction of the Director of English Learner Education and the School Director) leads professional development related to English learning, supports teachers in employing strategies to support ELs, and tracks the progress of ELs to make sure they are showing growth.

ELs need support in how English works. This instruction takes place through daily lessons in English Language Development ("ELD"). The purpose of this Designated ELD is to develop English language proficiency as rapidly and effectively as possible. Teachers will be guided by the California ELD Standards in planning their lessons.

⁹ Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Research-based strategies^{10,11} to provide ELs full access to the curriculum so that they understand the content include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, and story maps
- Visuals: study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- Scaffolding text, such as anticipatory pre-reading of text
- Leveled reading material
- Teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters and leveled questions

The Common Core Standards raise the expectations for all students and require a higher level of expertise and support for our ELs. HTH uses the California ELD Standards in tandem with the Common Core Standards and Next Generation Science Standards.

Teachers receive ongoing professional development on serving ELs in a number of ways.

- a. Teachers earning a preliminary teaching credential through the High Tech High teacher intern credentialing program complete a CTC approved course entitled “Methods of English Language Development.” In this course, new teachers learn strategies to help ensure the success of ELs in an academic environment. They examine the theoretical perspectives of second language acquisition, explore teaching strategies for ELs, and practice applying such strategies in a Project Based Learning environment.
- b. Teachers in their first two years at HTH receive Induction support which includes a focus on teaching ELs.
- c. New teachers receive ongoing coaching from the EL Teacher at their school site.

¹⁰ Rubinstein-Avila, E. (2006). [Connecting with Latino learners](#). *Educational Leadership*, 63(5), 38-43.

¹¹ HTH teachers are encouraged to [look](#) at Expeditionary Learning’s “Guide to supporting English Language Learners.” Although focused on K-8, there are many practices useful across the K-12 continuum.

- d. New teachers arrive up to three weeks before the start of school for professional learning experiences aimed at developing their understanding of HTH teaching practices, including practices aimed at supporting ELs.
- e. Returning teachers arrive at least five days before the start of school for ongoing professional development including support for meeting the needs of ELs.
- f. Teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices, including EL support.

EL students who meet established criteria will be reclassified. Criteria developed by the California Department of Education will be used in determining whether to classify a pupil as proficient in English, beginning with an overall performance level 4 on the English Language Proficiency Assessment for California (ELPAC). Additionally, as outlined by the California Department of Education, all HTH Schools will use a second LEA determined assessment-- either the CAASPP, MAP or an internal reading assessment-- to measure student performance in basic skills of English Proficient students of the same age. Teacher evaluation and parent consultation are also requirements outlined by the CDE, which English Learner Teachers will ensure and document utilizing standard HTH documentation procedures. English Learner Teachers will also implement follow-up procedures to monitor and support Reclassified Fluent English Proficient Students ("RFEPs") assuring reclassified students continue to show yearly progress towards meeting grade level academic and achievement benchmarks.

School Directors and EL Teachers implement follow-up procedures to monitor and support Reclassified Fluent English Proficient Students ("RFEPs") as well as assure EL students show yearly progress towards meeting the criteria to become English proficient.

Plan for Students with Disabilities

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. To meet each student's unique 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 general 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 ("IEP") team, as formulated in a written plan and with full consent of the parent/guardian. 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."

HTH's special education population is currently at 17%. While there are minor fluctuations in this percentage depending upon changes in enrolled students and individual assessments, HTH expects to maintain a special education population close to the current level. Refer to the Demographics chart in Element H.

The delivery of special education services to HTH's students shall be provided by a credentialed special education teacher, known as an Education Specialist. The Education Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. HTH shall 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.

The primary method of identifying students eligible for special education services is through the registration process. Students are also eligible for special education identification and eligibility determination through a "child find" process. Instructional staff are trained in and knowledgeable of referral procedures to identify, respond, and meet the needs of students with disabilities. HTH provides psycho-educational diagnostic services to assess students for each of the disabling conditions as defined by state and federal law.

HTH intends to continue its participation as a local educational agency ("LEA") member of the El Dorado Charter Special Education Local Plan Area ("SELPA"). HTH reserves the right to participate in an alternative SELPA during this charter term, subject to the chartering authority's approval of a material revision to the charter.

As a member of the El Dorado Charter SELPA, HTH makes the following assurances:

- a. **Free Appropriate Public Education:** HTH 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 HTH.
- b. **Full Educational Opportunity:** HTH shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
- c. **Child Find:** HTH shall assure that all students with disabilities are identified, located, and evaluated.
- d. **IEP:** HTH shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.
- e. **Least Restrictive Environment:** HTH 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. HTH also provides a continuum of placement options/ services for students whose needs require a smaller setting or more intense instruction than what can be provided in a general education setting.

- f. **Procedural Safeguards:** HTH shall assure that children with disabilities and their parents/guardians shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
- g. **Annual and Triennial Assessments:** HTH 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/guardian or teacher.
- h. **Confidentiality:** HTH shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure, and destruction.
- i. **Personnel Standards:** HTH 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.
- j. **Participation in Assessments:** HTH shall assure that students with disabilities are included in general Statewide assessment programs with appropriate accommodations, when necessary.

The oversight of the special education programs at HTH is provided by the Executive Director of Special Education who concentrates on the area of special education service delivery and state and federal statutes and regulations. Additionally, HTH is required to demonstrate an adequate capacity to provide students in special education with a free and appropriate public education. HTH 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 Executive Director of Special Education is accessible to HTH school staff through personal school site visits and reviews, as well as video and telephone conferencing. In addition, the El Dorado Charter 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 LEAs by a team of qualified Education Specialists. All Education 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 and the El Dorado Charter SELPA.

Section 504

Not all students who have disabilities require specialized instruction. For students with disabilities *who do not require specialized instruction* but need the assurance that they will receive equal access to public education and services, a document is created to outline their specific accessibility requirements. Students with 504 Plans do not require specialized instruction, but, like the IEP, the 504 Plan is updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances.

Elementary School Coursework

HTH 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 arts, performing arts, and physical education.

Elementary teachers also place an acute focus on the development of student skills in literacy and mathematics. Students engage in reading instruction that supports the development of decoding and comprehension skills. Mathematics instruction focuses on the development of conceptual understanding and procedural fluency. As much as possible, literacy and mathematics instruction is embedded within the project context.

Consistent with the design principle of Personalization, K-5 sites maintain small class sizes, with all K-5 classrooms maintaining class sizes of 24 or fewer. Small class sizes allow each teacher to support a student’s unique personality, interests, and needs. The educational program emphasizes supporting students to become self-motivated, lifelong learners. The schools see parents as partners and provide them with rich opportunities for involvement in their child’s education. 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: reading, writing, English proficiency, mathematics, technology skills, and listening & speaking skills.

Middle School Coursework

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 is evaluated through public exhibitions and through Presentations of Learning. Students in middle school sites are also assigned to advisory groups. 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.

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

Grade	Coursework
6th Grade	Humanities I (English & History) Integrated Math & Science I Exploratory: Art/Digital Art, Drama, Engineering, Outdoor Education, or Maker Space
7th Grade	Humanities II (English & History) Integrated Math & Science II Exploratory: Art/Digital Art, Drama, Engineering, Outdoor Education, or Maker Space

8th Grade	Humanities III (English & History) Integrated Math & Science III Exploratory: Art/Digital Art, Drama, Engineering, Outdoor Education, or Maker Space
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High School Coursework & Transferability of Courses and Graduation Requirements

HTH high schools are accredited by the Western Association of Schools and Colleges (“WASC”). Graduation requirements, which are summarized in the table below, are aligned with the minimum entry requirements of the University of California (“UC”) and California State University (“CSU”) systems. In addition, in order to graduate, students must complete at least one academic internship and a successful Transitional Presentation of Learning (“tPOL”) at the end of each school year. High school students receive support from college counselors on FAFSA submission and California Dream Act Application at least once before 12th grade.

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 Completion	

HTH high school core courses are approved by the University of California. Courses completed at HTH are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities. 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 & Parent Handbook. However, HTH high schools do not offer the same courses or the same sequence of courses, as many large comprehensive high schools. In

some instances, this has caused 11th and 12th grade students transferring to other schools to need to make-up courses that were not offered in the traditional sequence, or at all, at HTH. For example, HTH does not offer a high school credit for physical education which may be a graduation requirement at other high schools. Students and parents/guardians are advised to take HTH's unique academic program into account when making decisions to enroll at HTH and to transfer to other schools. HTH requires that students receive a C- or higher in all core academic courses to receive credit, consistent with UC entrance requirements. Students not receiving a C- or better in all core courses have the option of attending summer school or repeating the grade in order to achieve the minimum grade requirement for core courses.

ELEMENT B: MEASUREABLE PUPIL OUTCOMES

The tables below describe HTH's progress on measurable outcomes and alignment with the state's eight priorities. These outcomes specify the skills, knowledge, and attitudes that reflect HTH's educational objectives and are sufficiently detailed enough to determine whether students are making satisfactory progress. HTH schools, through the LCAP annual update and other means, frequently evaluate the effectiveness of outcomes and modify instruction for individual students and for groups of students. HTH will comply with all legal requirements for the development of the LCAP, mid-year update to the board, and annual update, including to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP, hold at least one public hearing, and post a copy of the approved LCAP on the HTH website.

The 2024-25 LCAP document for HTH SBC Schools is attached as Appendix A.

LCAP Goals and Outcomes 2024-25

Goal	Statewide Priority	Target Outcome for Year Three
Ensure High Quality Work: students create high quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.	2, 3, 5, 7, 8	Student project exhibitions include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 98% Youth Truth Family Survey National Percentile Ranking: "I would recommend my school to parents seeking a school for their child." 85% Youth Truth Family Survey National Percentile Ranking: "I understand my school's goals." 85%
Improve Student Centered Instruction: teachers design classroom instruction that provide access and challenge for all students, encouraging	2, 4, 5, 7	EL Reclassification Status Indicator/Dashboard Color: Blue ELA California Dashboard Color: Green Math California Dashboard Color: Green

them to grapple, share their thinking, and construct knowledge together.		
Nurture a Culture of Belonging: create safe, inclusive environments where all students feel a sense of belonging, are supported with socioemotional needs, develop strong relationships and experience joy.	5,6	<p>Rate of chronic absenteeism Dashboard Color: Green</p> <p>Rate of chronic absenteeism SED students Dashboard Color: Green</p> <p>Suspension rate Dashboard Color: Green</p> <p>Suspension rate SED students Dashboard Color: Green</p> <p>Youth Truth Student Survey National Percentile Ranking: "I believe I am part of my school's community." 85%</p> <p>Youth Truth Student Survey National Percentile Ranking: "My school is respectful of different races and ethnicities." 90%</p>
Increase Support for Struggling Students: provide targeted interventions to students in need of additional support.	4, 5, 6	<p>Youth Truth Family Survey National Percentile Ranking: "I feel comfortable approaching teachers about my child's progress." 85%</p> <p>Youth Truth Family Survey National Percentile Ranking: "Adults from my school respect people of different learning abilities." 90%</p>
Ensure College Access & Persistence: support all students in accessing and excelling in college.	4,7	<p>Percentage of students in A-G approved coursework: 98%</p> <p>Percentage of students seamlessly enrolling in college (NSC data) 76.4%</p> <p>Percentage of students seamlessly enrolling in a 4-year college (NSC data) 56.2%</p> <p>HTH anticipated 6-year college graduation rate (NSC data) 45.6%</p>
Maintain Basic Services	1	<p>Percent of credentialed teachers 99%</p> <p>Percent of teachers with access to a budget to purchase instructional materials 99%</p>

		Youth Truth Family Survey National Percentile Ranking: "My school is a safe place to learn." 75%
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ELEMENT C: METHOD OF MEASURING STUDENT PROGRESS

HTH implements a wide assortment of ongoing authentic assessments. The assessments are linked to literacy, mathematics, science, history-social science standards, and applied learning. The goal of assessment is to provide information for:

- Feedback to students and families regarding individual student progress
- Special needs and interests of students
- Assessment to be dialogical: students have a voice in the assessment process and reflect on their own work
- Communication to families and the larger community
- Program evaluation and accountability
- Curriculum planning, determining and planning instructional practices

In addition to standardized testing, HTH implements 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:

1. **Exhibitions and Presentations of Learning:** 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.
2. **Calendared Classroom Assessments:** Teachers assess students regularly in reading, writing, and mathematics.
3. **Teacher Prepared Assessment Instruments:** Teachers design appropriate tasks that measure understanding and mastery of classroom work.
4. **Student Journals:** Students keep journals in writing, science, and interdisciplinary thematic curriculum. These reflect their understanding and thinking skills.
5. **Formal Assessment Reports to Parents/Guardians:** A formal progress report to parents/guardians provided two times per year. Students are assessed in all academic areas. Many curricular areas are assessed based on rubric scoring.
6. **Conferences:** A variety of conferences are conducted throughout the school year and include:
 - a. **Student Led Conferences:** Students share their goals and expectations for the year. Parents/guardians may share any concerns they have. The teacher reports academic as well as social progress.

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- b. Student/Teacher Conferences: Meetings are scheduled with the student and teacher to discuss and evaluate a student's progress.
- c. Other Conferences: These are scheduled as needed to ensure that the program is meeting the student's needs.

The following table outlines some of the assessment and student outcomes tools used by HTH:

ASSESSMENTS/OUTCOMES	PURPOSE FOR ADMINISTERING/MONITORING
NWEA MAP Measures of Academic Progress	To assess student growth and proficiency in reading and mathematics, grades 3-11.
Presentations of Learning (middle and high school)	To ensure learning goals are met for each individual student.
Exhibitions of Student Learning	To demonstrate learning to teachers, parents, and community through project exhibitions.
California Assessment of Student Performance and Progress ("CAASPP")	To assess student proficiency of the California State Standards in mathematics, ELA, and science.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	To ensure that students are acquiring basic literacy skills. The DIBELS assessment also serves as a dyslexia screener.
Internal math assessment	To track and monitor the percentage of students who meet grade-level understanding for key common core aligned mathematics concepts. Determine students who need mathematics interventions.
FITNESSGRAM	To ensure students are physically fit.
English Language Proficiency Assessments for California ("ELPAC")	To assess English language proficiency and reclassify students.

Surveys	To solicit specific feedback to gauge parent/guardian and student satisfaction with learning outcomes and program design of HTH
Attendance and Chronic Absenteeism	To ensure students have access to the curriculum and have support to address any barriers to attending HTH regularly.
P2 Attendance Rate	To monitor student attendance
Percentage of students enrolling in a 4-year college	To ensure students are matriculating to 4-year colleges.
Predicted college graduation rate	To ensure students are persisting and completing college.
% of student project exhibitions that include evidence of reading, writing, or mathematical reading skills aligned with CCSS.	To ensure that projects are academically rigorous.
National Student Clearinghouse Student Tracker	To ensure that students are persisting and completing college.

HTH makes regular use of student performance data to inform instructional practices and reports achievement to staff, parents, and guardians on an ongoing basis. In the context of weekly morning staff meetings, staff members may review student work and discuss how practices may be adjusted to meet the individual needs of students. Teachers receive support from one another to assist students in achieving the standards, and teachers may give advice so that they may go back to their classroom and provide additional support. These discussions may be broadened to include parents/guardians as well as 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/guardians and students, and supporting student achievement.

At the classroom level, teachers use a variety of strategies to monitor student understanding and progress on a daily and weekly basis. These include quizzes, weekly student reflections, exit cards,

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and daily “check-ins.” In addition, 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 projects.

HTH issues regular progress reports to inform responsible staff who offer interventions to support students who may be in danger of not receiving passing grades. Such intervention includes the hosting of meetings with students’ parents/guardians to assess what additional support needs to be made available to assist the students with their learning. HTH also provides parents/guardians with current information about students’ grades via web-enabled password access to HTH’s Student Information System.

HTH collects and analyzes data on its efforts to improve educational outcomes. Improvement teams use that data and analysis to inform their practice, teaching, and learning.

ELEMENT D: THE LOCATION OF EACH CHARTER SCHOOL FACILITY THAT THE PETITIONER PROPOSES TO OPERATE

HTH SBC operates 9 charter schools throughout San Diego County. Locations of each school facility are provided in the table below:

HTH CHULA VISTA SCHOOLS		
SCHOOL	GRADES SERVED	ADDRESS
High Tech Elementary Chula Vista	K-5	1949 Discovery Falls Drive Chula Vista, CA 91915
High Tech Middle Chula Vista	6-8	1949 Discovery Falls Drive Chula Vista, CA 91915
High Tech High Chula Vista	9-12	1945 Discovery Falls Drive Chula Vista, CA 91915
HTH CLAIREMONT MESA SCHOOLS		
SCHOOL	GRADES SERVED	ADDRESS
High Elementary Mesa	K-5	5331 Mt. Alifan Drive, Bldg. 200 San Diego, CA 92111
High Tech Middle Mesa	6-8	5331 Mt. Alifan Drive, Bldg. 400 San Diego, CA 92111
High Tech High Mesa	9-12	5331 Mt. Alifan Drive, Bldg. 900 San Diego, CA 92111

HTH NORTH COUNTY SCHOOLS		
SCHOOL	GRADES SERVED	ADDRESS
High Tech Elementary North County	K-5	1480 West San Marcos Blvd. San Marcos, CA 92078
High Tech Middle North County	6-8	1460 West San Marcos Blvd. San Marcos, CA 92078
High Tech High North County	9-12	1420 West San Marcos Blvd. San Marcos, CA 92078

ELEMENT E: GOVERNANCE STRUCTURE

Since 2000, the High Tech High network has evolved and grown to include an integrated group of a total of sixteen charter schools spanning grades K-12 across four campuses. Currently, San Diego Unified School District has authorized seven of the charter schools operated by High Tech High, a California nonprofit public benefit corporation. These seven charter schools are located on the Point Loma Campus and collectively serve grades K-12. In addition, nine other charter schools that are operated by High Tech High are authorized by the California State Board of Education (“SBE”) under a singular Statewide Benefit Charter. The SBE-authorized charter schools are spread out across the County of San Diego as the North County Campus, Mesa Campus, and Chula Vista Campus. The specific locations are detailed at the www.hightechhigh.org website.

The Board of Directors of High Tech High (“High Tech High Board”) governs over and operates all of the charter schools. Short statements of board member qualifications are attached with the current board roster. The High Tech High Board has legal and fiduciary responsibility for all of the charter schools that it operates. The High Tech High Board meets at least quarterly and holds its meetings pursuant to the Ralph M. Brown Act (“Brown Act”). Moreover, the High Tech High Board operates under a Conflict of Interest Code filed pursuant to the California Political Reform Act, Government Code Section 81000, et seq. The High Tech High Board is comprised of five members, in accordance with its bylaws. Potential board members are screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to the High Tech High Board. Board members represent the business community and the community-at-large. Board members serve one year terms and receive training regarding their legal and fiduciary responsibilities, including the requirements of the Brown Act and conflict of interest laws.

The following documents are attached at Appendix C:

- California Secretary of State, Certificate of Status, “Active”
- State of California, Franchise Tax Board, Entity Status Letter, “Good Standing”

HTH secures parental involvement, participation, and input in a variety of ways. HTH has adopted a Parental Involvement Policy describing the various approaches that are taken to engage parents. For example, the School Director meets formally with parents and guardians at least twice a year

regarding Title I spending and the LCAP. Meeting agendas cover subjects including review and analysis of SBAC results, as well as budget development, as it pertains to Title I funds and the LCAP. These meetings also present an opportunity for the community to review and update the Parent Involvement Policy.

HTH features active parental involvement, as parent involvement is a key factor in student academic achievement. Each HTH school has a Parent Association. Activities that the parent associations may undertake include, but are not limited to:

- Creating and distributing a Parent Association Newsletter
- Sending Parent Association announcements via email and/or other means
- Meeting regularly and serving as a liaison to other stakeholder groups such as HTH's administrators, associated student body groups, and others
- Sponsoring/supporting community-building activities, such as orientations, school photos, socials, special fundraising events, and community-service activities
- Supporting classrooms directly, such as Room/Team Parent coordination, teacher wish lists, and chaperoning
- Coordinating school-wide fundraising, such as book fairs, eScrip, and other fundraising partnerships with local businesses

Parental involvement is encouraged but is not a requirement for acceptance to, or continued enrollment at HTH.

ELEMENT F: THE QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER SCHOOL

The general qualifications for all employees of HTH are that they meet specific qualifications identified for their position and submit to a criminal background check and tuberculosis risk assessment. Candidates' resumes and application information are reviewed, and engagement with candidates may include phone interviews and in-person interviews.

1. Delineation of School-Based and Central Responsibilities

Among the High Tech High charter schools, there is a high level of coordination and cooperation between school-based staff members and central staff members.

School-Based Staff Responsibilities	Central Staff Responsibilities
<ul style="list-style-type: none"> ● <i>School Director</i> – 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 Design Principles and delivers the measurable outcomes. The School Director is responsible for hiring all site-based staff and, working in collaboration with central staff, for preparing a budget for approval by the High Tech High Board. ● <i>Dean of Students</i> – 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/guardians. ● <i>IT Staff</i> – works closely with central staff to ensure that IT systems architecture is fully implemented at HTH site level, providing the site’s students, parents/guardians, and staff full access to the array of IT services that support teaching, learning and site operations. ● <i>Site Manager</i> – ensures that administrative, clerical, and front office functions are performed at the site level and works closely with the central staff to make sure that information from the site is available on a timely basis regarding compliance matters and fiscal control. ● <i>Custodian</i> – ensuring that the facility is maintained in a manner that supports teaching and learning. 	<p>At the central level, the High Tech High organization offers administrative support services. Services performed at the central level include, but are not limited to:</p> <ul style="list-style-type: none"> ● High Tech High Board Support ● Governance Support ● Strategic Planning ● Operation and Fiscal Planning ● Property/Facilities Acquisition and Financing ● Facilities Design, Renovation and Maintenance ● Payroll, Benefits ● Human Resources Support ● IT Services ● Business Services ● Lunch Program Operations ● Admissions ● Legal Support ● Administrative Services ● Charter Development ● Community Engagement ● Teacher Credentialing ● Curriculum Development Support ● Professional Development for Directors and Teachers ● Program Monitoring, Compliance, and Quality Assurance ● Special Education Services ● Fundraising ● Grant Generation ● Environmental Health and Safety

2. **Chief Executive Officer (CEO)**

The CEO is an officer and the general manager of the corporation. The CEO reports to the HTH Governing Board. Members of the leadership team report directly to the CEO, including the Chief Learning Officer, the Chief Operations Officer, the Chief Financial Officer, and the 16 School Directors of the High Tech High K-12 schools. The CEO is generally responsible for supervising, directing, and overseeing the activities, affairs, and employees of the corporation. Minimum qualifications for the CEO position include a bachelor's degree with doctoral degree preferred, and ten years experience in teaching, leadership or other clinical practice in K-12 settings.

3. **School Director**

HTH is committed to carefully selecting thoughtful, inspired, and talented School Directors as a key position in the administrative category. The School Director must have a grasp of HTH's design principles and a commitment to HTH's mission and goals. The School Director must demonstrate the skill sets necessary to work well with students, teachers, parents and guardians, and the community-at-large. The School Director should understand the educational program sufficiently to support and inspire their faculty. The School Director must have the skills to hire and manage staff members, manage budgets, and the demands of the rigorous educational program. HTH may find its School Directors in a variety of ways, including within its own teacher talent pool, in working with the High Tech High Graduate School of Education, or recruiting from other organizations.

Minimum qualifications for the School Director position include a bachelor's degree with master's degree preferred, and at least three years experience in teaching in K-12 settings.

4. **Teachers**

HTH is committed to hiring talented, knowledgeable, and passionate teachers as key positions in the instructional category. HTH does this by holding hiring fairs, working with the High Tech High Graduate School of Education, posting positions with other universities and education websites, recruiting from industry, and supporting new teachers through its own credentialing programs, among other things. 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 current teachers and administrators.

Teachers among the High Tech High charter schools represent a range of experiences, including former biotech engineers, community college professors, and graphic designers. In August 2004, the High Tech High organization was the first charter school to receive approval from the California Commission on Teacher Credentialing ("CTC") to offer single-subject credentials. The High Tech High organization has expanded its credentialing work and now has authority from the CTC to offer a multiple-subjects credential and special education credential.

HTH recognizes that its teachers must meet the Every Student Succeeds Act (“ESSA”) requirements. HTH teachers are required to hold a CTC certificate, permit, or other document required for the teacher’s certificated assignment. 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. HTH may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. HTH may also request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Moreover, within the provisions of the law, HTH reserves the right to recruit and hire the best qualified person to fill any of its position vacancies.

Minimum qualifications for a Teacher position include a bachelor’s degree, and valid California teaching credential, as stated in Assurances section below.

5. Other Staff Members

Other staff members who may be employed by HTH schools include, but are not limited to, the Dean of Students and Academic Coaches for instructional support, as well as Site Managers for non-instructional support. The expectation is that all employees will meet the specific qualifications identified for their positions.

6. 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.

7. Professional Development

Professional development consists of both school-based and organization-wide learning opportunities. By design, professional development is largely contextual, integrated into teachers’ day-to-day work and addressing issues that emerge therein. Morning staff meetings are held at least once a week and afford the opportunity for regular check-ins and discussions about practice. These meetings may include discussions about exhibitions, presentations of learning, assessments, and other topics. Veteran and new teachers have the opportunity to collaborate at morning meetings. Collegial coaching is another important part of HTH’s professional development process. Starting at first with observation and consultation by the School Director, colleagues, and,

at times, other administrators, teachers are engaged in classroom observation and feedback.

Staff retreats and designated staff days present additional opportunities for school teaching communities to gather and engage in deeper dives on particular subjects.

Additional trainings are offered to the teachers, deans, school directors, and other staff members through High Tech High's Credentialing Program, the High Tech High Graduate School of Education, and other formal adult learning programs as well as the following:

- a. The **New Teacher Odyssey** is held every August before the start of the new school year where School Directors, veteran teachers, and other members of the High Tech High community come together for new teacher preparation and project development and tuning.
- b. **Weekly Directors Meetings** held at the start of almost every week where School Directors come together with central administrators to discuss pertinent and timely school management matters and program delivery.
- c. **Director Professional Development Meetings** are held approximately ten times a year. These meetings offer School Directors the opportunity to dive deeper into key topics.
- d. **Dean Meetings** are held approximately six times a year. Deans get together to discuss current issues, engage in case studies, and review data regarding student discipline and school culture matters.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

HTH requires that each employee and contractor furnish HTH with a criminal record summary as described in Education Sections 44237 and 45125.1, 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. HTH will comply with Education Code Section 44830.1 regarding the restriction on hiring of applicants with serious felony records as defined in that section. HTH shall ensure that all employees provide appropriate documentation of mandated tuberculosis risk assessment.

HTH has developed a comprehensive school safety plan that includes the safety topics listed in Section 32282(a)(2)(A)-(J) of California Education Code. The School safety plan is reviewed and updated by March 1, of every year, by the charter school.

HTH shall comply with Health and Safety Code Section 120325 *et seq.*, Title 17, California Code of Regulations Section 6000 *et seq.*, and all other applicable laws related to legally required immunizations for students.

High Tech High partners with Rady Children's Hospital to contract for mandatory annual vision and hearing screening, as well as, all Special Education vision and hearing screenings. These screenings include, but are not limited to: hearing, and far and near vision for kindergarten, 2nd, 5th, and 8th graders; hearing screening for 10th graders, while vision screening is not mandated in 10th grade it is recommended by the California School Nurse Association; and color vision for 1st grade boys. HTH's compliance with this requirement is also noted in Assurances section below and attached Appendix E.

HTH may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

ELEMENT H: BALANCE OF DEMOGRAPHICS

HTH shall not discriminate 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

HTH focuses its student 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 socio-economic demographics of the broader geographic areas where the campus is located.

HTH works cooperatively with the San Diego Unified School District, the San Diego County Office of Education, other local charter schools, preschools, and community-based organizations to engage in outreach to students 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 HTH schools. Special emphasis is placed on holding such meetings in communities that staff members have identified as those representing demographics that are underrepresented in the applicant pool and that will bring HTH 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 their parents and guardians.

HTH serves a wide demographic as demonstrated in the chart below. We anticipate maintaining similar percentages of these demographic subgroups for renewal years.

Category	HTH Schools	San Diego County Schools
Socio-economically Disadvantaged	51%	52%
English Learners	11%	20%
Students with Disabilities	17%	13%
Latino or Hispanic	44%	48%
White	38%	30%
African American	8%	4%
Asian	7%	7%
American Indian	2%	1%
Pacific Islander	2%	1%

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

High Tech High’s Chief Financial Officer (CFO) and Controller will have oversight responsibility for HTH’s annual 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 47605.6(b)(5)(I) and 47605.6(m). The books and records of HTH 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 San Diego County Office of Education, the State Controller’s Office, and the California Department of Education by December 15 of each year.

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

- 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 County and the School by no later than the following June 30 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 annually prepare and file with the San Diego County Office of Education a 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.

ELEMENT J: STUDENT SUSPENSIONS AND EXPULSIONS

HTH regards suspension and expulsion as a last resort. The procedures by which a student can be suspended or expelled from HTH for disciplinary reasons or otherwise involuntarily removed from HTH for any reason will be consistent with all applicable federal and state constitutional procedural and substantive due process requirements.

Overview of Disciplinary Actions

The purpose of disciplinary action at HTH is to ensure that individual students, their parents/guardians and HTH community stay focused on growth and learning. Prompt resolution of the problem or issues is expected.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at HTH administration's sole discretion.

- Verbal and/or written warning to the student
- Loss of privileges or removal from extra-curricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Dean of Students, Director, or some other school administrator or faculty member
- Academic consequences
- Suspension
- Expulsion
- Denial of re-admission
- Other forms of discipline that HTH may determine appropriate

Suspension and Expulsion as Disciplinary Actions

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

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension and Mandatory Recommendation of Expulsion. The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:
 - a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous object.
2. Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:
 - a. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
 - b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
 - c. Possession or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - d. The causation or attempted causation of physical injury to other person(s), or self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.
 - e. The threat of physical injury to self, other individual(s), and/or the school community, including, but not limited to threats of sexual assault, or school-wide violence.

- f. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel. A student in grades TK-8 shall not be suspended for this offense, and no student in any grade level may be expelled for this offense.
- g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.
- h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
- i. Extortion.
- j. Sexual harassment.
- k. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
- m. Violations of HTH’s academic policies, including, but not limited to plagiarism and/or cheating.
- n. Violations of HTH’s information technology (“IT”) policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.
- o. Violations of HTH’s community standards and conduct policies as articulated throughout the Student & Parent Handbook.

A student may receive consequences for those acts listed above as committed at any time, including, but not limited to, (a) while on school grounds; (b) while going to or from school; (c) during lunch period, on or off campus; (d) during, or while going to or from, a school sponsored activity; and, (e) during non-school time and while off campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school. If a student is arrested off campus, s/he may be suspended at that time or upon return to campus.

These grounds for suspension and expulsion were generated after reviewing California 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 California 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.

The High Tech High 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 Student & Parent Handbook.

Authority to Impose Discipline

The School Director (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement of authorities.

The School Director (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The School Director (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. School Directors (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the School Director (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the School Director (or his/her designee).

Suspensions

1. Suspension Pending Investigation

The School Director (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the School Director (or his/her designee) determines that a student is to be suspended, the School Director (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is

required during suspension. Upon the request of a parent/guardian for a student suspended for two or more schooldays, the teacher shall provide the homework that the student would otherwise have been assigned. If a homework assignment that is requested by the parent/guardian and turned into the teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

For suspensions of fewer than ten days:

- The School Director (or his/her designee) shall provide oral or written notice of the charges against the student.
- If the student denies the charges, the School Director (or his/her designee) shall provide an explanation of the evidence that supports the charges and an opportunity for the student to present his/her side of the story. Education Code Section 47605.6(b)(5)(J)(i).

For suspensions of ten days or more and all other expulsions for disciplinary reasons, both of the following:

- The School Director (or his/her designee) shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- HTH shall provide a hearing adjudicated by a neutral officer (such as a School Director or a School Dean from another one of the HTH schools), within a reasonable number of days, at which the student shall have a fair opportunity to present his/her side of the story, and the student shall have the right to bring legal counsel or an advocate. Education Code Section 47605.6(b)(5)(J)(ii).

No student shall be involuntarily and permanently removed by HTH for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the above-specified procedures regarding a hearing adjudicated by a neutral officer, before the effective date of the action. If the student's parent/guardian, or educational rights holder initiates the above-specified hearing procedures, the student shall remain enrolled and shall not be removed until HTH issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include above-specified suspensions or expulsions per the process described in the Student & Parent Handbook. Education Code Section 47605.6(b)(5)(J)(iii).

2. Suspension Pending Expulsion Hearing

If the School Director (or his/her designee) determines at the outset that an expulsion hearing is warranted, the School Director (or his/her designee) may impose a suspension pending an expulsion hearing. The School Director (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding HTH's expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

3. Suspension Conference

Absent an emergency, a suspension from school shall be preceded by an informal conference with the student. An "emergency" exists if a student presents a clear and present danger to the lives, safety, or health of students or HTH personnel.

At the conference, the student shall be informed of the reason for the proposed disciplinary action and an explanation of the evidence that supports the charges, and shall be given the opportunity to present the student's side of the story and evidence in defense of the student.

If a student is suspended without this informal conference, the school shall convene a conference within two (2) school days, unless the student's parent, guardian, and/or education rights holder requests postponement, the student waives this right, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with HTH officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Expulsions

1. Expulsion Hearings

If the School Director (or his/her designee) determines that consideration of expulsion is warranted, the School Director will appoint a neutral hearing officer (such as a School Director or a School Dean from another one of the HTH schools) to hold an expulsion hearing. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Hearing Officer will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and HTH.

If a Hearing Officer determines that a student is to be expelled, the Hearing Officer shall inform the School Director, who shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The School Director's written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the Hearing Officer's determination.

2. Right to Appeal Hearing Officer's Determination

The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten days from the School Director's Expulsion Determination Letter to submit a written request of appeal to the Chief Executive Officer ("CEO") of High Tech High ("Written Appeal Request"). If an appeal is not timely requested, the School Director's decision shall be final.

In response to the Written Appeal Request, the CEO of High Tech High shall convene a review panel consisting of one member of the High Tech High Board, a school director or a school dean from another one of the High Tech High schools, and the CEO of High Tech High or his/her designee. The review panel members appointed will be knowledgeable about HTH's bases for expulsion and the procedures regarding expulsion. The review panel shall have the right to rescind or modify the expulsion.

The review panel shall convene a meeting to review the appeal within ten (10) days of receipt of a timely written request for an appeal, or as soon thereafter as is practicable. The student/parent shall be provided at least five (5) days' notice of the meeting, and an opportunity to address the panel.

The appeal review is not an additional evidentiary hearing. The review panel will consider the evidence and/or testimony that was presented to the Hearing Officer, and will overturn the expulsion only if clear that the Hearing Officer's determination was not supported by any evidence in the record, and will render a written decision that shall be in the best interests of the student and HTH. That decision shall be final.

Updates to Suspension and Expulsion Procedures

In order to comply with changes in the law and to ensure a safe environment for all students, the High Tech High Board may revise HTH's policies and procedures as necessary during the term of this charter, which are communicated through the annual publication of the Student & Parent Handbook and provided to the County during its annual site visit of HTH. In the event the language in the Student & Parent Handbook is inconsistent with this charter, the Student & Parent Handbook shall control.

ELEMENT K: RETIREMENT SYSTEMS

HTH will offer compensation according to the approved compensation frameworks approved by the High Tech High Board. All eligible employees of HTH will participate in the State Teachers' Retirement System ("STRS") and the Public Employees' Retirement System ("PERS"). Positions at HTH participating in STRS include teachers, school directors, school psychologists, and others. Positions at HTH participating in PERS and federal social security include site managers, IT director, and others. 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 federal social security. HTH's finance and business staff members are responsible for ensuring that appropriate arrangements for coverage, including appropriate contributions, have been made for the retirement systems.

ELEMENT L: DISPUTE RESOLUTION PROCESS

In the event of a dispute between HTH and SDCOE regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issues in a written dispute statement. If SDCOE believes the dispute relates to an issue that could potentially lead to revocation of the charter, SDCOE agrees to specifically notify HTH of that possibility in its written dispute statement, unless there is a severe and imminent threat to student health and safety. Within thirty (30) calendar days of sending a written dispute statement, or longer if both parties agree, a HTH representative and an SDCOE representative shall meet and confer in an attempt to resolve the dispute. If this meeting fails to resolve the dispute, within thirty (30) calendar days, the parties shall identify a neutral, third-party mediator to assist in dispute resolution through a mediation session. The format of the mediation shall be developed jointly by HTH and SDCOE and may incorporate informal rules of evidence and procedure. Unless jointly agreed, the mediation shall conclude within forty-five (45) calendar days. Each party shall bear their own costs associated with dispute resolution, including attorneys' fees, and shall bear one-half of the costs of the mediation.

All timelines and procedures in this section may be revised upon mutual written agreement of both parties

For disputes governed by other agreements between HTH and SDCOE, the appropriate agreement shall govern the dispute resolution process.

ELEMENT M: STUDENT ADMISSIONS AND ATTENDANCE

1. Admissions Information

Admissions information on HTH's website is accessible in multiple languages through the use of a translation feature. Paper applications are also available at each HTH school office.

2. General Procedures for New Applicants for Admission

The following are admissions requirements for new applicants:

- a. 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.
- b. A parent or guardian must sign a statement agreeing to abide by all policies and procedures set forth in the Student & Parent Handbook.

HTH informs parents and guardians that volunteering at HTH is encouraged, but it is **not** required for admission or enrollment.

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

3. Matriculation and Transfers of Current HTH Students

Students who are enrolled at one of the High Tech High charter schools may continue to matriculate through 12th grade, provided they satisfactorily complete the course of study offered by their prior High Tech High charter school, and remain in good academic standing. For example, a student attending HTeNC who satisfactorily completes the course of study through 5th grade, may matriculate to HTMNC, and, upon satisfactory completion through 8th grade, may proceed to HTHNC.

HTH may consider a transfer for any current student in good standing who submits a timely transfer request seeking to transfer from one High Tech High charter 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.

4. Admissions Priorities

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

- a. Returning or existing students in good standing are exempt from the lottery in accordance with Education Code Section 47605.6(d)(2)(B).
- b. Children of employees or board members of High Tech High, High Tech High Foundation, or HTH Learning. This priority is capped at 10% of total enrollment.
- c. Students being promoted from or transferring from another school that is operated by High Tech High (who also complete the application process in a timely fashion).
- d. Siblings of students currently attending schools operated by High Tech High, if there is space available within the applicant's zip code cluster (see below).
- e. Students who reside within the County of San Diego.
- f. For the North County Campus Only: Students residing within the attendance area of, and/or currently attending La Mirada Academy (formerly Alvin Dunn Elementary School).
- g. All other students permitted by law.

5. Admissions Lottery

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, socio-economic, and other demographic diversity of the region where HTH schools operate. 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 socio-economic status 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.

- a. **Geographic Zip Code Weighting:** In order to provide a preference for admission to students who reside in the school districts where HTH school sites are located, HTH ensures that approximately 85% of slots for admission will be allocated to students residing within the school districts neighboring each school site.

HTH schools identify 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.

- b. **Socio-economic Status Weighting:** Similar to the zip code weightings, weightings are implemented to encourage socio-economic status diversity. Weightings for socio-economic status are designed to ensure that at least approximately 40% of admitted students are eligible to receive free or reduced price meals under the National School Lunch Program.

6. **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 an HTH 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 an HTH 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 High Tech High Board.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

HTH pledges to work cooperatively with the San Diego County Office of Education, and other local education agencies, school districts, and charter schools as necessary to expeditiously provide and receive student information as may be necessary when students transfer between HTH and other public school attendance alternatives.

ELEMENT O: EMPLOYEE RETURN RIGHTS

Regarding employees of the County Office of Education who take employment at HTH, no right for such employees to return to the County absent such a provision in the County's policies, procedures, or collective bargaining agreements.

ELEMENT P: CLOSURE PROCEDURES

If an HTH school closes for any reason, that school will follow the closure procedures as set forth in Title 5, California Code of Regulations, Section 11962. The High Tech High Board will designate a responsible entity, which may be a HTH employee or other entity, to conduct closure activities. A list of students in each grade level and the classes they have completed, together with information on the students' district of residence, will be provided to the responsible entity. Closure activities will be funded by the reserve for economic uncertainties that is maintained by that school. Assets remaining after payment of all debts and liabilities will remain the sole property of HTH, and a final audit will be conducted and include the information required under Title 5, California Code of Regulations, Section 11962(f). Any annual reports required under Education Code Section 47604.33 will be filed. Should the nonprofit public benefit corporation that operates HTH dissolve with the closure of the school, the High Tech High Board will follow the procedures set forth in the California Corporations Code for the dissolution, file all necessary filings with the appropriate state and federal agencies, and distribute any remaining assets in accordance with the HTH Articles of Incorporation. Further, the school will notify parents/guardians, students, the California Department of Education, the SELPA, the retirement systems in which that school's employees participate, and districts and county offices of education affected by the closure and will transfer all pupil and employee records as appropriate. The notices will include the information required under Title 5, California Code of Regulations, Section 11962(b). Finally, HTH will provide SDCOE with an independent final audit within six months after the closure that determines the disposition of all assets and liabilities.

High Tech High Statewide Benefit
Charter Renewal Petition
State and Countywide Benefits

BY DESIGN, HTH DEVELOPS QUALIFIED TEACHERS, INCLUDING STEM TEACHERS

HTH has further increased the quality, capacity and reach of its Teacher Credentialing Programs, the HTH GSE, and other teacher professional development programs to prepare academic leaders and teachers throughout San Diego County. 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 benefit to teachers and students across district schools and charter schools in San Diego County. Collectively these programs and partnerships have made significant contributions in preparing high quality teachers for the region.

HTH Teacher Credentialing & Educator Professional Development

HTH has contributed to the preparation of over 1620 new teachers through its credentialing programs: Job-embedded district intern program, University based student teaching (apprentice) program, and Induction Program.

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 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 Education¹², 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 at 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,” published in Phi Delta Kappan in early 2016, provides more detail about the philosophy and practice of the HTH District Intern Program. Additionally, High Tech High’s District Intern Program was one of seven programs featured in Linda Darling-Hammond’s 2019 book, *Preparing Teachers for Deeper Learning*. The program was highlighted for its innovative approach to supporting new teachers in the classroom.

HTH 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.

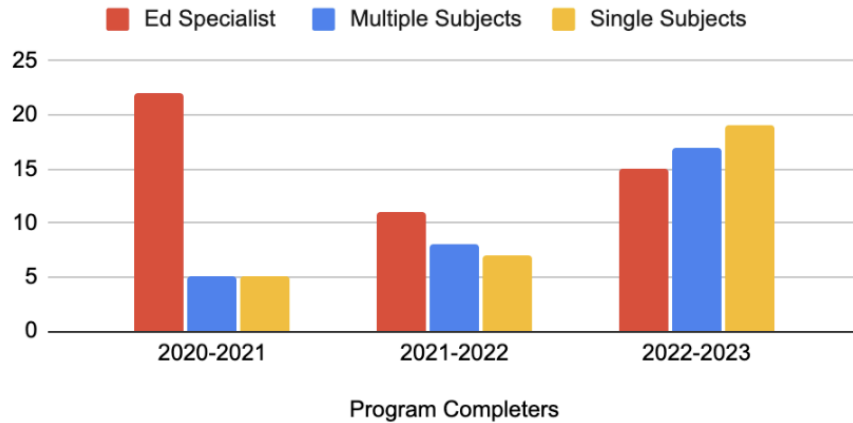
HTH has recommended teaching credentials for K-12 public school teachers across San Diego County. Since 2004, 454 teachers earned their California Preliminary teaching credentialing

¹² <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>

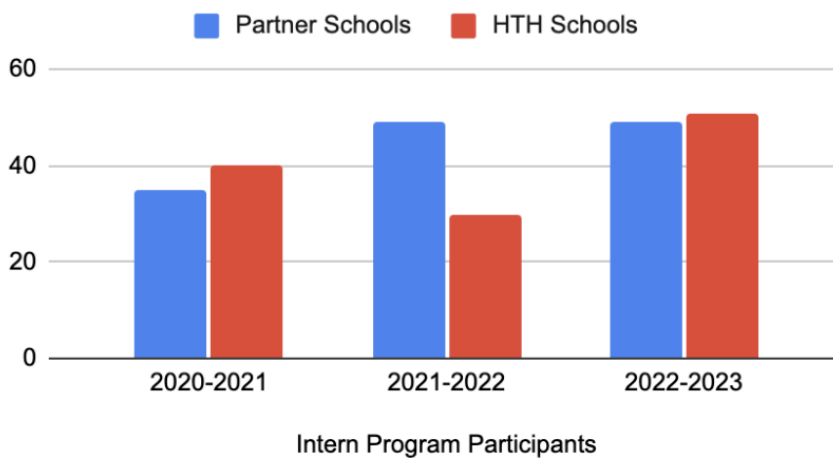
High Tech High Statewide Benefit
 Charter Renewal Petition

through the HTH District Intern Program. Of those 454 completers, 30% were in a STEM field (not including Multiple Subjects teachers) and 29% were Education Specialists. Over the past five years, the percentage of partner school (non-HTH) participants has grown from 20% in 2012-13, to over 50% in 2022-23.

Intern Program: Multiple Subjects, SPED, and Single Subjects



Partner Schools and HTH Schools

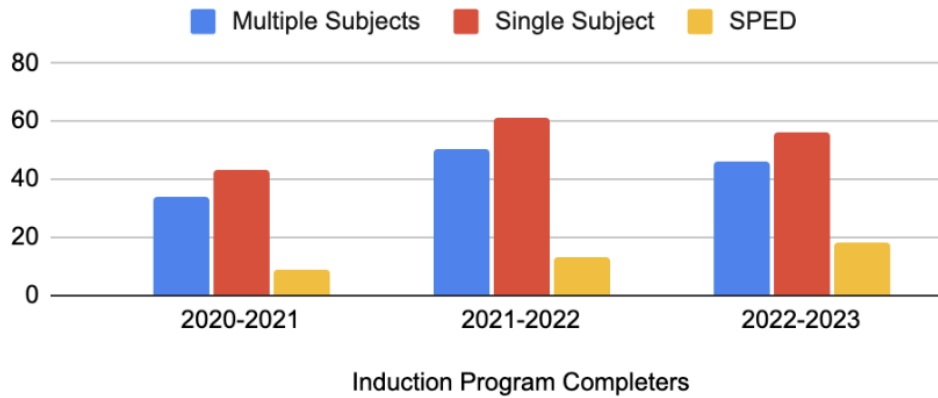


HTH Induction Program

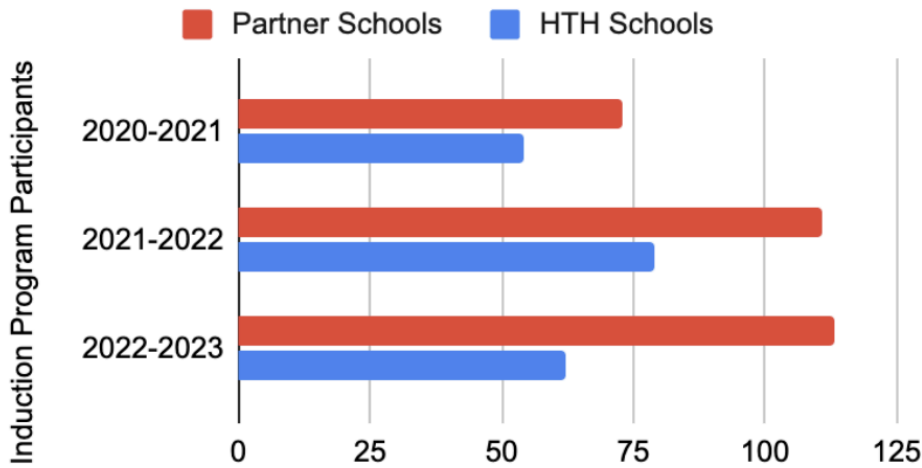
In 2007, HTH was approved to operate an Induction Program for teachers across the state of California. The HTH Induction Program serves teachers in California with Preliminary credentials and teachers new to California. The HTH Induction Program serves teachers from HTH schools as well as teachers from other charter schools and district schools across San Diego County.

Over the last thirteen years, over 1,166 teachers from HTH schools and San Diego County partner schools have earned their Clear Credential through the HTH Induction Program. Since 2012, more than 60% of the teachers enrolled in the Induction Program work at schools outside of the HTH network.

Multiple Subjects, Single Subject and SPED



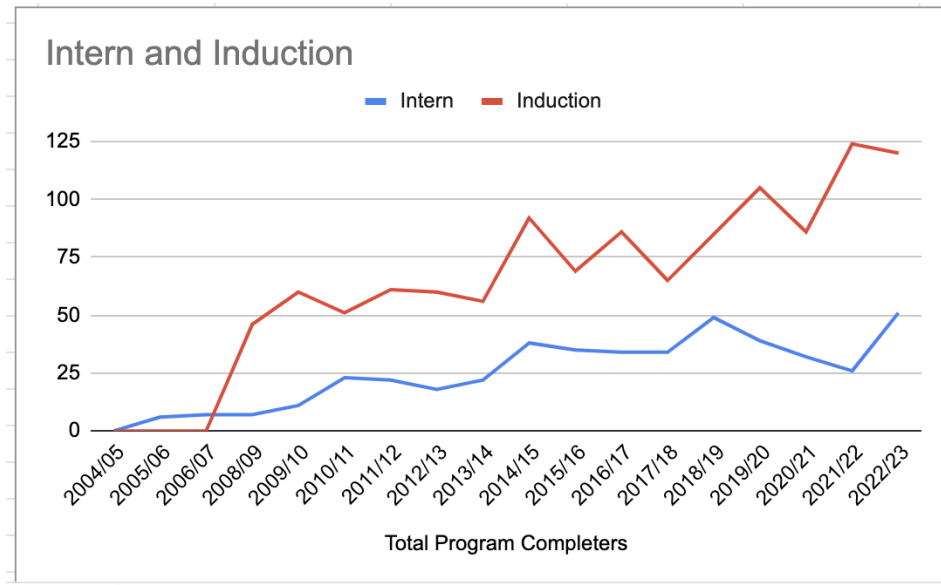
Partner Schools and HTH Schools



Every seven years the Commission on Teacher Credentialing sends an accreditation team to review the status of all credentialing programs. In February 2023, the High Tech High Credentialing program received full re-accreditation status with no stipulations from the CTC for all five (5) HTH approved programs.

Intern and Induction program completer numbers, from program inception through spring 2023, are shown in the chart below:

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HTH Graduate School of Education (GSE)

The HTH GSE is a separate, affiliated entity within the HTH family of organizations. 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.

HTH GSE’s Preliminary Multiple Subjects and Single Subject Credential program received initial approval by the California Commission on Teacher Credentialing in May 2018 and full approval in October 2021. The program is a residency program for general education teachers. During the eleven months of their preservice year, candidates participate in an immersive student teaching experience, completing 900+ hours of student teaching and completing coursework which supports them to develop mastery of the California Teaching Performance Expectations (TPEs) and culminates with candidates being recommended for their Preliminary credential. In order to attract and support candidates from underrepresented backgrounds, the program provides financial support; candidates are eligible to apply for federal financial aid and also receive a living stipend of \$8,000 to \$20,000. In their second year, after receiving their Preliminary credential and obtaining employment, candidates receive continued mentorship and complete a capstone inquiry project which allows them to complete their M.Ed in Teaching & Learning while serving as teachers of record.

GSE’s credential program launched with a pilot cohort of 10 students in 2018-19 and currently has 29 candidates who are working toward their credential along with 27 newly-credentialed students who are completing their degree. Our numbers tell a positive story about the success of our program. To date, 88% of all candidates have passed calTPA on their first try and 85% of all

residency graduates are working as teachers of record. 59% of all past and current candidates identify as people of color.

California Career Pathways PBL Leadership Academy

From June 2015 to the present, High Tech High has designed and facilitated successive iterations of the “Project-Based Learning (PBL) Leadership Academy” with CDE support, with the aim of spreading and improving PBL pedagogy in California public schools. Each year, HTH’s PBL Leadership Academy has had different themes, but the consistent design elements have been that PBL is a pedagogical method that can be leveraged for more equitable educational outcomes especially for Perkins special populations, and that PBL offers a clear path to bring together the best practices of traditional academic education and career technical education. Every year, PBL Leadership Academy participants have worked in heterogeneous teams to design and implement a leadership project that spreads and improves PBL within their LEA. HTH’s PBL Leadership Academy has published and disseminated two books—*Hands & Minds: A Guide to Project-Based Learning for Teachers by Teachers* and *Inspiration, Not Replication: How Teachers are Leading School Change from the Inside*—as well as over 100 HTH-produced short videos documenting instructional practices, PBL curriculum, guidance and insight from nationally known experts, and student experiences.

Every year, HTH intentionally recruits a diverse cohort of participants representing CA across multiple metrics and representing public charter and non-charter schools systems, and HTH facilitates collaboration across potential lines of affinity and difference. For example, each year, HTH teacher-mentors facilitate collaboration among charter and non-charter schools in similar LEAs to guide PBL innovation and curriculum creation. Over the past eight years, more than 60 HTH staff and faculty members and 16 nationally-known experts have supported more than 1,000 CA educators who have participated in the PBL Leadership Academy at HTH, representing 190 local CA PBL teams, from over 146 CA public school districts, counties, and LEAs, and HTH faculty have conducted over 80 trips to participant teams’ LEAs to support professional learning and the improvement of equitable, innovative PBL in CA public school systems.

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. Over 20,000 guests came to the HTH schools for tours, residencies, conferences or other professional development opportunities. Visitors came from 50 states and over 60 countries.

New School Creation Fellowship and Professional Learning

The GSE New School Creation Fellowship is designed for educators who are passionate and committed to designing and founding new schools focused on equity and deeper learning. Funded by the Walton Family Foundation, New School Creation Fellows are supported in leadership development, school design and new school start up. High Tech High schools provide an innovative

and disruptive context for fellows to reimagine what is possible for K-12 education, and are intended to serve as sources for inspiration, not replication. The New School Creation Fellowship is offered as a one-year, full-time program with an embedded residency in one of the 16 HTH schools culminating in an M.Ed. in Educational Leadership, or as a two-year, hybrid, online program with extended residencies in San Diego.

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 hoping to learn from HTH. During the 2018-19 school year, and the following summer, HTH teachers visited 43 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.

ASSURANCES


1. High Tech High shall be deemed the exclusive public school employer of the employees of HTH) for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
2. HTH shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. [Ref. Education Code Section 47605.6(d)(1)]
3. HTH shall, on a regular basis, consult with our parents, legal guardians, and teachers regarding HTH’s educational programs. [Ref. Education Code Section 47605.6(d)(1)]
4. HTH shall admit all students who wish to attend HTH schools, and who submit a timely application, unless HTH receives a greater number of applications than there are spaces for students, in which case each applicant will be given a chance of admission through a random lottery process. Except as required by Education Code Section 47605.6(e)(2), or provided by the terms of this charter, admission to HTH 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 charter and applicable law. In the event of a drawing, the County shall make reasonable efforts to accommodate the growth of HTH in accordance with Education Code Section 47605.6(e)(2)(C).
5. HTH 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 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
6. HTH shall adhere to all applicable provisions of federal law relating to students with disabilities, including but not limited to the Individuals with Disabilities Education Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

High Tech High Statewide Benefit
Charter Renewal Petition

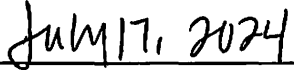
7. HTH shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
8. HTH shall ensure that its teachers hold a Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605.6(l)(1) and 47605.4(a)]
9. HTH will at all times maintain all necessary and appropriate insurance coverage.
10. HTH will, 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).
11. If a student is expelled or leaves HTH without graduating or completing the school year for any reason, HTH shall notify the superintendent of the school district of the student’s last known address within thirty days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
12. HTH shall not discourage a student from enrolling or seeking to enroll in HTH for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii).
13. HTH shall not request a student’s records or require a parent, guardian, or student to submit the student’s records to HTH before enrollment.
14. HTH shall not encourage a student currently attending HTH to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii). This shall not apply to actions taken by HTH pursuant to the procedures by which students can be suspended or expelled from HTH for disciplinary reasons or otherwise involuntarily removed from HTH for any reason.
15. HTH shall comply with Education Code Section 47605.6(e)(4)(D) by posting the appropriate notice on the charter school’s website and providing a copy to a parent, guardian, or student: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student.
16. HTH may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
17. HTH will maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
18. HTH maintains school-based staff and central staff to provide administrative services and support to HTH Schools.

19. HTH shall comply with any applicable jurisdictional limitations to locations of its facilities.
20. HTH shall comply with all laws establishing the minimum and maximum age for public school enrollment.
21. HTH shall comply with Education Code Section 47604.1 and be subject to the Ralph M. Brown Act, the Public Records Act, Government Code Section 1090 *et seq.*, the Political Reform Act, the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA"), and all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
22. HTH shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
23. HTH will follow any and all applicable federal, state, and local laws and regulations.

As the authorized representative of HTH, I hereby certify that the information contained in this charter is true to the best of my knowledge and belief; I also certify that this charter does not constitute the conversion of a private school to the status of a charter school.



Dr. Diana Cornejo-Sanchez
Interim Chief Executive Officer
High Tech High Charter Schools



Date