



CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2006 AGENDA

SUBJECT	
Petition by High Tech High to establish a Statewide Benefit Charter School under the oversight of the State Board of Education: Hold Public Hearing and Approve	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing and conditionally approve the High Tech High (HTH) petition to establish a statewide benefit charter, assigning it charter number 757, for a five-year period as follows:

- The five-year term of the charter shall be from July 1, 2006, to June 30, 2011, if the first two schools open between July 1 and September 30, 2006.
- The five-year term of the charter shall be from July 1, 2007, to June 30, 2012, if the first two schools open between July 1 and September 30, 2007.

If the first two schools do not open on or before September 30, 2007, approval of the HTH statewide benefit charter will be terminated.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

AB 1994 (Chapter 1058, Statutes of 2002) added *Education Code (EC)* Section 47605.8 providing for the creation of statewide benefit charter schools to operate at multiple sites throughout the state. Statewide benefit charter petitions are submitted directly to the SBE, in contrast to individual charter petitions that come to the SBE from time to time because the petitions have been denied (for initial approval or renewal) at the local level.

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

At its September 2005 meeting, the SBE received a presentation by HTH on its statewide benefit charter petition.

SUMMARY OF KEY ISSUES

HTH is the nonprofit public benefit corporation established to support the development of High Tech High schools throughout California. Incorporated in 2001, HTH currently operates two high schools and one middle school. HTH also provides program support and technical assistance to a network of nine additional High Tech High-inspired schools located in communities across the United States. In California, HTH is known for its strong academic program and Academic Performance Index (API) scores.

HTH formally submitted its statewide benefit petition (and the first of this type of charter to be submitted) on May 16, 2005. It was reviewed by the Advisory Commission on Charter Schools (ACCS) on May 23, 2005, following which some revisions were made. The CDE staff review of the petition (reflecting the revisions that followed consideration by the ACCS) is included as Attachment 1.

The CDE recommends approval, pending the satisfactory resolution of all findings and conditions, for a fall 2006 or fall 2007 opening of the first two HTH schools as listed in the petition.

Recommended Conditions

Based upon the review and discussion of this petition by the ACCS and continuing discussion with (and guidance from) representatives of the ACCS and SBE, the CDE recommends the following conditions be imposed if the SBE chooses to approve the HTH statewide benefit charter petition:

1. As a condition for the opening of additional schools, each of the first two schools opened under the statewide benefit petition shall demonstrate student academic achievement on the API of either:
 - A schoolwide API ranking of 7 or better and a similar schools ranking of 6 or better (7/6); or
 - A schoolwide API ranking of 6 or better and a similar schools ranking of 7 or better (6/7).
2. HTH shall present a plan for the opening of each new school site with a copy sent to the SBE charter liaisons. The plan shall be considered part of the statewide benefit charter, and any material revision of it shall require the SBE's approval. The plan shall have the following elements:
 - The first two sites shall be located in different school districts and/or different counties and shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement.

SUMMARY OF KEY ISSUES (cont)

- After the first two sites have operated for two years, and provided the first two sites achieve at least the API rankings specified above, one or more sites may be opened each year. Each additional site shall be located in areas where most neighboring public schools serving the same grade levels are in Program Improvement and shall be opened only with prior approval of the CDE, which shall notify the SBE of the location of the additional site(s). In addition, all existing HTH school sites must maintain no less than a 7/6 or 6/7 and must be meeting their API growth targets for schoolwide and for subgroups.
 - The SBE will consider accelerating by one year the schedule for opening additional sites (as a material revision to the plan) upon a showing by HTH of outstanding student achievement at all existing statewide charter school sites.
 - Each site shall initially open between July 1 and September 30.
 - The specific location of each site shall be identified to the CDE in the January immediately preceding its opening.
3. The petition shall be amended to delete any requirement on the part of the SBE pertaining to Regional Occupational Program (ROP) funding. HTH must have ROP programmatic and fiscal details resolved before any school sites open.
 4. Through legal review, the CDE and SBE staff shall ensure that the first two HTH schools to be opened under the statewide benefit charter are not currently authorized by a school district or county office of education (e.g., Bayshore and Media Arts).
 5. All CDE final findings and recommendations must be addressed in the specified timelines and to the satisfaction of the CDE and SBE staff before HTH is authorized by the CDE to open any individual school under the statewide benefit charter.
 6. For each school opened under the HTH statewide benefit charter, a target of at least 40 percent shall be established for the portion of the school's student body who are socioeconomically disadvantaged students (for API purposes). Each school site shall implement student recruitment efforts and establish admission preferences, as permitted by law, to achieve the target.
 7. Prior to the opening of any schools, a memorandum of understanding (MOU) shall be developed between HTH and the CDE that covers essential elements of the schools' operation that are pertinent to effective state oversight and that are not incorporated in the charter itself.

SUMMARY OF KEY ISSUES (cont)

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

In addition to the foregoing conditions, the CDE recommends that all the standard conditions of approval for individual charter petition appeals (as displayed in Attachment 4) be incorporated in the MOU specified above with appropriate modifications both:

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

The CDE recommends that similar conditions be applied to all future statewide benefit charters approved by the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a statewide benefit charter per se has little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend the proposed statewide benefit charter schools, the funding to support them is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two CDE staff positions assigned to oversee the SBE-approved charter schools and all-charter districts, as well as to provide some essential business functions that support them, such as certifying attendance, and reviewing fiscal, budget, and audit reports.

ATTACHMENT(S)

- Attachment 1: Statewide Benefit Charter School Petition Review Form 2005-06
(22 pages)
- Attachment 2: HTH Model Application to Operate a Statewide Benefit Charter School
(70 Pages)
- Attachment 3: Title 5 Regulations for Submission of Statewide Benefit Charter School Petitions to the State Board of Education (4 pages)
- Attachment 4: Recommended Conditions of Operation for Statewide Benefit of Charter Schools to be Incorporated in a Memorandum of Understanding
(3 pages)

California Department of Education
STATEWIDE BENEFIT CHARTER SCHOOL PETITION REVIEW FORM 2005-06

School Name: **High Tech High**

Deborah Connelly

Print name of person completing form

This form is designed as a tool to evaluate a statewide benefit charter school petition submitted to the State Board of Education in order to insure that the charter meets all the requirements and standards intended by State law. After evaluating the charter petition, please respond to each of the questions below and provide additional comments, as needed.

REQUIREMENTS FOR SUBMISSION OF A PETITION

COPY OF THE CHARTER PETITION - Title 5, California Code of Regulations Section 11967.6		
• Complete copy of the charter petition is provided	Yes	
• Petition contains the number of signatures required by <i>Education Code (EC) Section 47605 (a)</i>	Yes	
Comments: N/A		

CERTIFICATION OF COMPLIANCE - Title 5, California Code of Regulations Section 11967 (b)(3)		
• A signed certification of compliance with applicable law is provided.	Yes	
Comments:		

EVALUATION OF THE CHARTER PETITION

CDE STAFF OVERALL RECOMMENDATION:

CDE staff recommends that this petition be approved by the SBE with the standard conditions recommended by CDE staff on charter appeals and with the additional conditions recommended by the Advisory Commission on Charter Schools (see the SBE agenda item discussion of conditions recommended by the ACCS).

The petitioners have reasonably described a statewide benefit that cannot accrue if HTH was operating in only one district or county. HTH is proposing to open two high schools, each in separate districts within San Diego County (Escondido and Chula Vista) in the fall of 2006. They are proposing to bring a total of 10 schools online by 2010 in various districts and counties in the state.

The petitioners have demonstrated success in improving student academic performance in their other schools previously approved within the state. The curriculum and instructional methodologies proposed are generally the same ones that have been used in HTH's other existing schools and has apparently served students well. API scores for the two existing schools have been consistently high. HTH claims that all graduates in the classes of 2003 and 2004 were admitted to college and all students chose to attend. The California Commission on Teacher Credentialing has authorized HTH to operate a teacher credentialing program.

HTH appears to have built the organizational and administrative structure, and the capacity to operate schools in a fiscally sound and prudent manner as demonstrated through the success of HTH's existing schools. They have previously successfully secured facilities and appear to have a sophisticated understanding of various funding mechanisms that are available for facilities.

The petitioners have requested that the term of the charter be for a five-year period. Although the SBE has consistently taken action to limit charters on appeal to three-year terms, CDE staff recommends a five-year initial term for this charter petition. It is difficult to establish solid academic performance within a three-year period because of the timing of the availability of STAR test data and the long lead time for petition renewals.

Finally, there are minor, technical changes that need to be made to the language of the petition, if the SBE approves this petition.

Education Code §47605.8(b)

INSTRUCTIONAL SERVICES OF A STATEWIDE BENEFIT

Evaluation Criteria

The State Board of Education may not approve a petition for the operation of a statewide benefit charter school unless the State Board of Education finds that the proposed statewide benefit charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only one county. Instructional services of a statewide benefit include, but are not limited to:

- (1) Unique factors and circumstances related to the statewide benefit charter school's educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to the following:
 - (A) The pupils who would attend the statewide benefit charter school.
 - (B) The communities (including the school districts and the counties) in which the individual schools would be located.
 - (C) The state, to the extent applicable.
 - (D) The statewide benefit charter school itself.

<p>Charter petition proposes to provide instructional services of a statewide benefit. The SBE may not approve a petition unless it finds that the charter school will provide instructional services of a statewide benefit that cannot be provided by a charter school operating in only one district or only one county. (Indicate “No” if denial is recommended for this reason).</p>	<p>Recommend Approval</p>
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Comments:

The petition addresses all of the unique factors and circumstances that would benefit pupils, communities, the state, and the school itself in a reasonably comprehensive manner. The benefits to students are described as innovative learning opportunities that combine academic rigor with real world experience in a small school setting (approximately 450 students) that is demographically diverse. In addition, HTH has created an alumni program to support former students while they attend colleges and universities.

HTH asserts that the benefit to communities would be in catalyzing redevelopment and other civic initiatives. Because of HTH’s local reputation it has served as a catalyst for a collaborative redevelopment project that involved community based organizations, universities, and the city leadership. HTH believes it can foster those collaborations in other areas of the state. This type of collaboration in turn increases the business community confidence and support in public education and also results in mutually beneficially internship programs for students.

The petition states the benefit to the state is that HTH with its proven model of successful high schools can contribute to statewide initiatives to improve low performing schools by locating in low income areas eligible for New Markets Tax Credits. Thus, HTH will be able to provide alternative school choices for those students in greatest need. By replicating this successful high school model across the state, HTH will be expanding the number of students who are capable of entering the workforce with the knowledge and ability to solve real world problems. In addition, by operating its own teacher credentialing program, HTH will graduate approximately 50 new highly qualified teachers annually.

Finally, HTH describes the principle benefit to the school as that of being able to better leverage New Markets Tax Credits with a proposed statewide presence in low income areas, than on an individual school basis. This is important because the HTH facilities need to be technologically equipped and sophisticated to support the educational program. HTH also believes it can provide better statewide alumni support to students attending colleges and universities outside the San Diego area.

I. Education Code §47605(b)(1)

UNSOUND EDUCATIONAL PRACTICE
Evaluation Criteria
<p>For purposes of Education Code §47605(b)(1), a charter petition shall be “an unsound educational program” if it is either of the following:</p> <ul style="list-style-type: none"> (1) A program that involves activities that the State Board of Education determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the State Board of Education determines not to be likely to be of educational benefit to the pupils who attend.

Charter petition is “an unsound educational program”. (Indicate “Yes” if denial is recommended for this reason.)	No Recommend Approval
<p>Comments: The education program proposed by HTH appears to be sound and based on the track record of its existing schools, it will likely result in increased academic performance by students. CDE staff believes this model is worthy of replication. CDE staff does have a few specific comments about some aspects of the education program as described in the charter petition. These comments are provided under each of the required elements below.</p>	

II. Education Code §47605(b)(2)

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	
Evaluation Criteria	
The State Board of Education shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."	
<p>(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the State Board of Education regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.</p> <p>(2) The petitioners are unfamiliar in the State Board of Education's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.</p> <p>(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. (See details: <i>Title 5, California Code of Regulations</i> §11967.5.1. (c)(3) (A-D))</p> <p>(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have plan to secure the services of individuals who have the necessary background in these areas:</p> <ul style="list-style-type: none"> A. Curriculum, instruction, and assessment. B. Finance and business management. 	
Petitioners are "demonstrably unlikely to successfully implement the program". (Indicate “Yes” if denial is recommended for this reason.)	No Recommend Approval

Comments: The petitioners appear to have a good grasp of the requirements of the law and have a background in the financial and legal aspects of operating charter schools. HTH has a past history of operating successful charter schools and the organization has expertise in curriculum and instruction as well as finance and business management. The budget contains detailed information about each of the proposed schools.

CDE staff notes that the petitioners have identified the San Diego County Office of Education as the agency they would like to establish accounts in the county treasury on HTH's behalf in accordance with Title 5 regulations (Section 11967.8). HTH has entered into discussions with the county office, which has indicated that it is willing to serve as the agency for HTH schools located in San Diego County. However, the county is apparently unwilling to serve as a fiscal agent for schools located outside of San Diego County. This does not pose a problem for the first year, because both schools proposed for opening are within the county. However, in future years, the SBE may have to appoint a designated county office (as provided for in regulations) to be responsible for setting up accounts for HTH. CDE staff will work with the petitioners to resolve this issue, if the petition is approved.

III. *Education Code §47605 (b)(4)*

Affirmation of each of the conditions described in subdivision (d) of Education Code §47605

Evaluation Criteria

A charter petition that "does not contain an affirmation of each of the conditions described in subdivision (d)" of *Education Code* Section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *Education Code* Section 47605(d).

Education Code §47605(d)

(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

Charter petition contains an affirmation of each of the conditions described in subdivision (d) of Education Code §47605. (Yes or No.)	No, not all affirmations Included
<p>Comments: The petitioners have included the affirmations addressed in Education Code Section 47605. However, the regulations governing statewide benefit charter petitions (CCR Title 5, Section 11967.6(a)(5) and 11967.6(a)(10) require the petitioners to provide assurances that the instructional services will be essentially the same at each school site and that HTH will notify the school district and county superintendents where each school site is to be located at least 120 days prior to commencement of instruction. CDE staff recommends these assurances be included on the assurances page submitted by the petitioners.</p>	

IV. Education Code §47605 (b)(5)

REASONABLY COMPREHENSIVE DESCRIPTION OF THE SPECIFIED ELEMENTS		
<p>There are 16 Required Elements (A-P). Please indicate whether or not the information provided for each element overall meets the requirement for being “reasonably comprehensive” by circling the appropriate response at the end of each of the 16 sections. “Reasonably comprehensive,” as used herein, means that the given information: (1) Is substantive and is not, for example, a listing of topics with little elaboration; (2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects; and (3) is specific to the charter petition being proposed, not to charter schools or charter petitions generally.</p>		
Required Element		
1. Educational Program - EC §47605(b)(5)(A)		
Evaluation Criteria	Yes	No
(A) Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	X	
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person in the 21 st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	X	
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.	X	
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).	X	
(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.	X	

(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.	X	
(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations	X	
(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	X	

Required Element		
1. Educational Program - EC §47605(b)(5)(A) - CONTINUED		
Evaluation Criteria	Yes	No
<p>Note: If serving high school students, describes how district/charter school informs parents about:</p> <ul style="list-style-type: none"> • transferability of courses to other public high schools • eligibility of courses to meet college entrance requirements <p>(Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California (UC) or the California State University (CSU) as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.)</p>		X
<p>Comments on element as a whole: The petition as a whole is reasonably comprehensive and provides detailed descriptions of each of the evaluation criteria. However, there are a few areas that CDE staff recommend be amended if the SBE approves the charter petition. They are as follows:</p> <p>Regional Occupation Programs (ROP) – the language of the petition states that the petitioners will work with the SBE to develop a method by which the school may access an equitable share of federally provided ROP funding. This language should be eliminated. The ACCS, as one of its recommended conditions of approval, strongly indicated that HTH must resolve ROP programmatic and fiscal details themselves before the schools open. Gaining admittance into an ROP program is similar to applying for admittance to a SELPA and HTH must initiate that process. The SBE has neither the authority nor the responsibility to intercede on behalf of HTH to secure admittance to any of these regional organizations.</p> <p>Plan for Special Education – CDE staff recommends that HTH provide additional information regarding how it intends to secure the resources typically needed by students with disabilities. For example, will it hire staff for each school or contract out for services? If HTH is contracting for services, with whom is it contracting? HTH has secured admittance into the Desert Mountain SELPA, but it is not clear if the SELPA intends on providing the necessary staff to support the school's special needs students.</p>		

<u>Transferability of Credits</u> – statute requires charter high schools to describe how they are going to notify parents of the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. HTH states that “upon request from parents” it will notify them of course transferability and eligibility. CDE staff recommends that all parents be notified as a matter of course, not just upon request. The current language places the burden on the parents to know to request such information.		
Overall this element describes a program that is “consistent with sound educational practice” (Yes or No)		Yes

Required Element		
2. Measurable Pupil Outcomes - EC §47605(b)(5)(B)		
Evaluation Criteria	Yes	No
(A) Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.		X
(B) Include the school’s Academic Performance Index growth target, if applicable.		
Comments on element as a whole: The petition contains many school-wide objectives that are quantifiable. However, the student outcomes described in the petition do not quantify expected numbers of students to perform and at what levels on the tests. CDE staff recommends that the Charter Schools Division work with HTH over the next year to develop quantifiable and measurable student outcomes that will be reflected in the Memorandum of Understanding being developed for statewide benefit charters. Further, language under the section on the API states that it is the goal of HTH that every site will achieve a statewide API ranking of 7 or higher by its fifth year of operation. This is inconsistent with the ACCS recommendation that all sites approved as part of this petition demonstrate student academic achievement annually as evidenced by a statewide API ranking of 7 or better or a similar schools ranking of 6 or better before additional schools may be added under the statewide benefit charter. CDE staff recommends HTH amend language in the petition to be consistent with the condition that HTH demonstrate annual achievement at these levels.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
3. Method by Which Pupil Progress in Meeting the Pupil Outcomes Will Be Measured – EC §47605(b)(5)(C)		
Evaluation Criteria	Yes	No
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the Measurable Pupil Outcomes.	X	
(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.	X	
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	X	
Comments on element as a whole: Petition is reasonably comprehensive in addressing this element.		
Overall this element meets the criteria for "reasonably comprehensive" (circle one)		Yes

Required Element		
4. Governance Structure of School Including, But Not Limited to, Parental Involvement – EC §47605(b)(5)(D)		
Evaluation Criteria	Yes	No
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.	X	
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that: <ol style="list-style-type: none"> 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful. 	X	
Comments on element as a whole: The petition states that the statewide benefit schools will be governed by the HTH Board of Directors and that advisory boards will be established at each of the school sites that will provide input regarding site issues, including the use of categorical funding. The advisory boards will be composed of the school director, teachers, parents, and community members. This should satisfy the requirement under NCLB and the Perkins Vocational Education Act that there be formal and active parent involvement in the planning and implementation of the programs and activities funded with these federal funds. In addition, there are a number of activities that parent associations may undertake, such as creating newsletters, websites, student directories, etc.		
Overall this element meets the criteria for "reasonably comprehensive" (circle one)		Yes

Required Element		
5. Qualifications to be Met by Individuals to be Employed by The School – EC §47605(b)(5)(E)		
Evaluation Criteria	Yes	No
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school’s faculty, staff, and pupils.		X
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	X	
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.		X
Comments on element as a whole: The petition states that HTH is well on its way to full compliance with NCLB highly qualified teacher provisions. However, the petition goes on to state that if the teacher of record cannot meet the NCLB requirements, students will have access to tutoring or consultation as needed with an NCLB compliant teacher. CDE staff is concerned that this language is not quite consistent with NCLB guidance issued by CDE in March 2004, which states that the “access to teachers meeting the requirement could be through in-person meetings or through distance learning arrangements.” In other words, the school is still responsible for ensuring that teachers who teach core academic classes are NCLB compliant. It is not sufficient to provide only tutoring or consultation as needed. CDE staff recommends that, if approved, the petition be amended to ensure that all teachers of core academic courses are NCLB compliant.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
6. Health and Safety Procedures – EC §47605(b)(5)(F)		
Evaluation Criteria	Yes	No
(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.	X	
(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.		X
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.		X
(D) Provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.		X
Comments on element as a whole: The petition states that HTH will develop health, safety and risk management policies, but nothing is included with the petition. Further, CDE		

staff recommends that the petition, if approved, be amended to state that the employer rather than the employee will be responsible for obtaining criminal record summaries from the Department of Justice. This removes the potential for unscrupulous employees to tamper with records.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
7. Means to Achieve a Reflective Racial and Ethnic Balance – EC §47605(b)(5)(G)		
Evaluation Criteria	Yes	No
Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), describe the means by which the school (s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district.	X	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)	Yes	

Required Element		
8. Admissions Requirements – EC §47605(b)(5)(H)		
Evaluation Criteria	Yes	No
A description of admission requirements in compliance with the requirements of Education Code section 47605(d) and any other applicable provision of law.	X	
Comments on element as a whole: The petition lists a priority for admissions that includes; returning students at a site, children of employees or board members of HTH sites, children of employees or board members of the High Tech High Foundation and of HTH, children who are being promoted or are transferring from another HTH school, all other students. CDE staff recommends that HTH provide information on what percentage of the student body is expected to fall under these preferences. CDE staff further recommends that a 10% limitation be placed on the number of students out of total enrolled who may be given priority preference each year.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
9. Financial Audit – EC §47605(b)(5)(I)		
Evaluation Criteria	Yes	No
Describe the manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.		
(A) Specify who is responsible for contracting and overseeing the independent audit.	X	
(B) Specify that the auditor will have experience in education finance.		X
(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the timeline in which audit exceptions will typically be addressed.	X	
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	X	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element. However, CDE staff recommends that HTH be directed to employ an audit firm listed on the State Controller’s Office list of approved auditors if this petition is approved.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		Yes

Required Element		
10. Pupil Suspension and Expulsion Procedures– EC §47605(b)(5)(J)		
Evaluation Criteria	Yes	No
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners’ reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.		X
(B) Identify the procedures by which pupils can be suspended or expelled.	X	
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		X

(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school’s pupils and their parents (guardians).		X
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.		X
Comments on element as a whole: The petition addresses suspension and expulsion procedures in very general terms. If approved, CDE staff recommends the petition be amended to address the above criteria with specificity.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
11. Staff Retirement System – EC §47605(b)(5)(K)		
Evaluation Criteria	Yes	No
Describes the manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.		X
Comments on element as a whole: The petition does not describe the positions to be covered under each system, nor does it describe who will be responsible for ensuring that appropriate arrangement for coverage have been made.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
12. Attendance Alternatives – EC §47605(b)(5)(L)		
Evaluation Criteria	Yes	No
Describes the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.		X
Comments on element as a whole: The petition should be amended to include language stating "...that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency."		
Overall this element meets the criteria for "reasonably comprehensive" (Yes or No)		No

Required Element		
13. Description of Employee Rights – EC §47605(b)(5)(M)		
Evaluation Criteria	Yes	No
The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, at a minimum, specifies that an employee of the charter school shall have the following rights:		
(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.		X
(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.		X
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.		X
Comments on element as a whole: CDE staff recommends the petition be amended to add language from the above criteria that states charter school employees have any rights		

upon leaving or returning to employment in a local education agency (LEA) that the LEA may specify, and any other rights that the SBE determines to be reasonable and not in conflict with any other applicable provisions of law.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		No

Required Element		
14. Dispute Resolution Process – EC §47605(b)(5)(N)		
Evaluation Criteria	Yes	No
Describes the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, at a minimum:		
(A) Include any specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local education agency. (CCR 11967.5.1)	N/A	
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	X	
(C) Recognize that, because it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.	X	
(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the State Board of Education’s discretion in accordance with that provision of law and any regulations pertaining thereto.	X	
Comments on element as a whole: The petition describes a plan for arbitration of disputes that may be useful in some cases. The petition also expressly recognizes that “because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process.” The only limitation placed on the SBE’s excise of direct dispute resolution is that “it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.” Given that all SBE meetings are public meetings (with very limited exceptions for closed sessions within the public meetings), the public hearing requirement would create little additional work for the SBE. The existence of the dispute resolution provisions does not impair the statutory authority to make reasonable requests for information or to revoke the charter for major deficiencies, such as gross financial mismanagement, illegal or substantially improper use of funds, or substantial and sustained departure from measurably successful practices related to educational development.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)	Yes	

Required Element		
15. Labor Relations – EC §47605(b)(5)(O)		
Evaluation Criteria	Yes	No
Contains a declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code), recognizes that the State Board of Education is not an exclusive public school employer and that, therefore, the district must be the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).	X	
Comments on element as a whole:		
The petition is reasonably comprehensive in addressing this element.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes or No)		Yes

Required Element		
16. Closure of Charter School – EC §47605(b)(5)(P)		
Evaluation Criteria	Yes	No
Describes the procedures to be followed if the charter school closes.		
(A) The process for conducting a final audit of the charter school/district that includes specific plans for disposition of any net assets, and	X	
(B) The process for notifying parents/guardians and for the maintenance and transfer of pupil records.	X	
Comments on element as a whole:		
The petition is reasonably comprehensive in addressing this element.		
Overall this element meets the criteria for “reasonably comprehensive” (Yes of No)		Yes

V. EDUCATION CODE §47605 (c)

REQUIREMENTS SET FORTH IN EC §47605 (c)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	Yes	No
Evaluation Criteria		
(1) Meets all statewide standards and conducts pupil assessments required pursuant to EC §60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Statement of assurance and list of pupil assessments included in petition.	X	
(2) Consults on a regular basis with parents and teachers regarding the school's educational programs. Describes parental and teacher participation regarding the educational program.	X	
Comments: The petition addresses this element in a reasonably comprehensive manner.		
This criterion has been met (Yes or No).	Yes	

VI. EDUCATION CODE §47605 (d)

REQUIREMENTS SET FORTH IN EC §47605 (d)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	Yes	No
Evaluation Criteria		
(1) Statements of assurance are provided stating that district and/or charter school(s) shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Also that admission to the district and/or charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. (Note: Any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.)	X	
(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend a charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. (Note: Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in EC §47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.) Describes how public random drawing will be conducted. Clearly describes admissions requirements, including any preferences (must be consistent with the law). (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	X	

Comments: The petition is reasonably comprehensive in addressing this element.		
This criterion has been met (Yes or No).	Yes	

VII. EDUCATION CODE §47605 (e)

REQUIREMENTS SET FORTH IN EDUCATION CODE §47605 (e)		
Specific evidence, procedures and/or assurance (check appropriate box)	Yes	No
Evaluation Criteria No governing board of a school district shall require any employee of the school district to be employed in a charter school. Statement of assurance included in petition.	X	
Comments: The criterion has been met.		
This criterion has been met (circle one).	Yes	

VIII. EDUCATION CODE §47605 (f)

REQUIREMENTS SET FORTH IN EDUCATION CODE §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	Yes	No
Evaluation Criteria No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school. Statement of assurance included in petition.	X	
Comments: The criterion has been met.		
This criterion has been met (Yes or No).	Yes	

IX. EDUCATION CODE §47605 (g)

REQUIREMENTS SET FORTH IN EDUCATION CODE §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	Yes	No
Evaluation Criteria		
The petitioner or petitioners shall provide information regarding the proposed operation and potential effects of the school including, but not limited to:		
1) Facilities to be used by the school including where the school intends to locate	X	
2) Manner in which administrative services of the school are to be provided	X	
3) Potential civil liability effects, if any, upon the school and upon the school district	X	
4) First-year operational budget, including startup costs	X	
5) Cash flow and financial projections for the first three years of operation	X	
Comments: Tentative sites have been identified for both the Escondido and Chula Vista schools proposed to open in 2006.		
This criterion has been met (Yes or No).	Yes	

High Tech High

A MODEL APPLICATION TO OPERATE A STATEWIDE BENEFIT CHARTER SCHOOL

December 5th, 2005

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

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INTRODUCTION TO STATEWIDE BENEFIT CHARTER APPLICATION

In a recent white paper, *Improving Student Achievement in California's High Schools*, the California Department of Education finds that "the majority of California's 1,700,000 high school students simply are not reaching the academic levels needed to succeed in tomorrow's economy, in postsecondary education, or as effective citizens."¹ High Tech High was created precisely to address this problem.

Launched by a coalition of San Diego civic leaders and educators in September 2000, the Gary and Jerri-Ann Jacobs High Tech High is a small public charter school serving 450 students. The school combats the twin issues of student disengagement and low academic achievement by creating a personalized, project-based learning environment where students are known well and challenged to meet high expectations.

At High Tech High, all students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. The curriculum is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance-based: students develop projects, solve problems, and present findings to community panels. The learning environment extends to the community beyond school: all students must complete academic internships in local businesses or non-profit organizations. Over the past three years, HTH students have completed 350 internships in 135 organizations.

The track record of HTH schools in San Diego demonstrates that our innovative approach to secondary education works for all students. All 155 students in the first two graduating classes in 2003 and 2004 were admitted to college, and all have entered. Of these, 58% were first generation college attendees as defined by the University of California system. On state accountability measures, High Tech High scores near the top statewide in raw scores on standardized tests and scored second among 100 similar schools in terms of achievement of Latino and socioeconomically disadvantaged students. High Tech High was the only high school in San Diego Unified to score 10,10 API rankings for three consecutive years.

As High Tech High has grown as an organization, we have received local and national attention for our innovative approach to education, including funding from the Bill & Melinda Gates Foundation to support the development of High Tech High-modeled schools nationwide. We have also established HTH (HTH), a nonprofit public benefit corporation whose mission is to support the development of new High Tech High schools. Finally, we have become the first charter school organization in the State of California to receive authorization from the California Commission on Teacher Credentialing to operate a teacher credentialing program.

Encouraged by our success to date, HTH has articulated a Theory of Action for expanding the High Tech High model, comprising four key strategies:

- ***Inspire*** others to implement HTH design principles by serving as an exemplary model school;
- ***Enable*** others to establish schools adopting HTH design elements by making available tangible tools and support;
- ***Enact*** change by directly establishing and managing new HTH schools; and
- ***Influence*** policy makers and thought leaders to improve the ecosystem within which public schools operate.

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

These four strategies have already contributed to a change in the local climate that is now strongly supportive of high school reform efforts:

- High Tech High has served as an inspiration to the San Diego community by creating a successful small public high school which hosts visits from many local educators, politicians and community leaders.
- We have helped enable reform with the San Diego Unified School District by providing key supports to district staff as they prepared their Gates Application that is resulting in the breakdown of three high schools into 16 autonomous small schools;
- We have enacted change directly by opening additional schools in San Diego as applications for admission to HTH grew far beyond our capacity to serve students
- We diplomatically exerted influence with San Diego to encourage policy makers to adopt policies that support innovative schools like HTH.

San Diego is now witnessing a broad scale transformation of its public high schools to adopt practices that have been commonplace at HTH since our inception. We are optimistic that by more broadly applying the four hallmarks of our change theory, we may have a profound impact on secondary education in the State of California.

Therefore, HTH submits this petition to establish a Statewide Benefit Charter School to the State Board of Education. Under this charter petition, HTH would open 10 sites over the next 4-5 years, each serving approximately 470 students in grades 9-12. We believe that the opening of such sites in many different regions will allow HTH and the SBE to catalyze an improvement of educational options available to secondary students across the State of California.

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

California's schools are not serving students effectively. Only 70% of enrolling ninth graders graduate four years later, and a meager 23% of those ninth graders will graduate with a grade of "C" or better in the courses required to qualify for the University of California and California State University systems.² Broken down by racial groups, the weaknesses of our schools are even more apparent. Only 12% of Latinos graduate with mastery to qualify for university systems, compared to 14% of African Americans, 31% of white students, and 50% of Asian Americans.³

These statistics are not simply abstract figures—they represent a crisis in our schools that not only diminishes the likelihood of social mobility for the underserved, but also threatens our state's premier status in the global economy. The statistics occur at a time when California's workforce is undergoing a radical transformation requiring that the state's workers possess the knowledge-based skills needed to maintain competitiveness with global sources of labor which are increasingly better-educated and better positioned, via information technology, to compete for jobs in our state. As such, it is during this unique era when the greatest social challenge of our time – providing

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

³ *Ibid.*

more equitable opportunities for historically underserved racial and socioeconomic groups – merges with the greatest economic imperative of our time – improving workforce competitiveness – that High Tech High submits this application to operate a Statewide Benefit Charter School.

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

Benefit to Pupils

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

Provide Pupils with Innovative Learning Opportunities

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

Provide Pupils with Small, Integrated Learning Environments

- We believe that, in sharp contrast to the comprehensive high school model, students thrive best when they are enrolled within a school community small enough to know them well. HTH schools are small schools, approximately 450 students, with class sizes smaller than 25, where all students are assigned an advisor who visits the student and the family in their home and grows to know the students well. Core classes are taught in two-hour interdisciplinary blocks where teachers have enough time with students to know them individually. Instead of teachers having a student load of 150-180 students as is common in comprehensive high schools, teachers of the HTH Statewide Benefit Charter School maintain a teaching load averaging approximately 50-60 students, further ensuring that students are well-known by school staff.
- We believe that one way to address the California-wide challenge of low-performing high schools is to create integrated learning environments which bring together students from neighborhoods with a high prevalence of Program Improvement schools with students who have historically been better served by our public education system. The outreach and admissions procedures used by the HTH Statewide Benefit Charter School are designed to achieve, to the extent permissible under law, a student body within each site that represents the demography of the larger surrounding area, allowing for a level of integration that is not commonly found in California's public schools.

- We also hold the view that it is imperative to avoid intra-school racial and socioeconomic segregation that is commonly found within traditional public schools that group students by ability. Sites of the HTH Statewide Benefit Charter School will not group students by ability but will instead maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum and where all students will be expected upon graduation to enroll in an institution of higher learning.

Provide Pupils with Ongoing Support after Graduation

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

Benefit to Communities

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

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

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

- Many of the HTH Statewide Charter School sites already enjoy high levels of support from local civic leaders who wish to see HTH sites catalyze redevelopment efforts or other local civic initiatives. As an example, we point to the proposed National City site which would be part of a larger collaboration between the City of National City, the Sweetwater Union High School District, local universities and local community based organizations to create a 20 block redevelopment that would serve the economic and educational interests of the community for years to come. The presence of HTH is seen by local leaders as an incentive for other partners to join the discussion, allowing for the development of a vision that will result in the sharing and pooling of community resources at a level that is unprecedented for the area.
- The flexible, project-based nature of HTH programs allows the sites to engage in project work that actually serves the civic interests of local communities. Students also engage in academic internships in public agencies or community-based organizations addressing local problems. This has led to a high level of integration and collaboration between site programs and civic institutions. At our flagship site, for example, one student's internship and senior thesis involved serving as the chair of the mayor's student advisory council.

Engage and Enroll Local Business Communities to Support Public Education

- High Tech High has a proven track record of encouraging local business leaders to provide higher-profile leadership in public education. More than 40 San Diego based companies participated in the discussions which led to the creation of our original schools in San Diego. Many of the participants had grown frustrated because of the poor returns that their previous investments in the traditional public education system had generated. The success of HTH programs to date has re-instilled a level of confidence in the business community that their involvement can in fact make a crucial difference in public education. The business community's support for HTH

programs only continues to grow, allowing for a level of business community engagement that has little precedent in the San Diego region.

- High Tech High also has a proven track record of recruiting local businesses to offer academic internships to students. Approximately 80-85 for-profit businesses have participated in our internship program over the past four years and our San Diego schools currently have many more offers for internships than there are students to fill them. Businesses' engagement in the internship program increases their employees' understanding of public education issues, and we have found that businesses become more supportive as they understand how specifically they may participate in public education.
- Approximately 20-25 for-profit companies have made sizable financial contributions to support the development of specific HTH initiatives and we find that the generosity of the business community only grows as HTH continues to deliver improved outcomes for students.

Leverage Community Assets to Improve Student Access to Learning Opportunities

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

Benefit to the State

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

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

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

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

- As was quoted above, only a small percentage of students attending California public schools are graduating prepared to be successful in institutions of higher learning and the workforce. By creating a Statewide Benefit Charter School that will ultimately serve approximately 4,500 to 4,700 students in communities across California, HTH will be able to graduate more than a 1,000 students annually who will have completed all A-G requirements and who will enroll in and be prepared to be successful in institutions of higher learning.
- A constant refrain being heard from the major employers of the State of California is that our education system is not producing workers with the ability to solve real-world problems using knowledge-based skills. High Tech High's project-based, multi-disciplinary instructional approach was designed specifically to address this problem. In addition, by situating a significant portion of student learning in an adult/professional milieu, our students are developing a better understanding for how their learning in school has direct application to real-world problems.

Address the State's Critical Shortage of Highly Qualified Teachers

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

Benefit to the School

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

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

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

- HTH is doing its part to address California's critical need to provide students currently attending Program Improvement schools other enrollment alternatives. By adopting a lottery system based upon zip codes that creates ample enrollment slots for students from Program Improvement schools, by heavily recruiting in neighborhoods with high numbers of Program Improvement schools,

and by locating our sites in low income areas with close proximity to many Program Improvement schools, the HTH Statewide Benefit Charter School is ensuring that many students who would otherwise be required to attend Program Improvement Schools in many different communities across California will have improved enrollment alternatives.

- To offer students all of the instructional innovations contained within the HTH model requires that HTH develop facilities that are conducive to our program. Building such facilities, ones that meet all HTH architectural design specifications, is an expensive undertaking. HTH estimates that it invests approximately \$9 million in each new high school facility. Because HTH seeks to locate sites in areas eligible for New Markets Tax Credits (NMTCs), HTH estimates that under this Statewide Charter School approximately \$90 million in modern school facilities will be located in communities identified by the federal government to be low-income areas.
- To take on the challenge of financing such a large-scale initiative to locate innovative school facilities in low income areas of California, HTH is assisting in the development of a Community Development Enterprise (CDE), which will apply for NMTCs. The investment strategies and parameters of the CDE are being specifically written to support the establishment of innovative small schools in the State of California. Because CDE applications for NMTCs are highly competitive, it is crucial that CDE be able to show to those evaluating the NMTC application that HTH has the authority to open many sites in different low income areas across California. That may only be demonstrated through approval of this Statewide Charter School Application. Short of fundraising \$4-5 million per facility – an impractical amount of fundraising – HTH is not aware of another method that would allow for the financing of HTH facilities. As such, the only way that HTH can accomplish its goal of locating many new schools within low-income areas in California is to do so within the context of this Statewide Charter School Application.

Addressing California's critical shortage of highly qualified teachers

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

Supporting Alumni enrolled in colleges and universities across California

- While great focus has been placed of late upon the crisis in secondary education, another pressing problem is the low completion rates for students enrolled in institutions of higher learning. The problem is particularly acute among first-generation college attendees. Recent statistics suggest that fewer than 20% of first generation college attendees complete their degrees within 6 years of initiating their studies. The HTH Alumni Program was created to address this problem by tracking alumni post graduation, creating supports for all graduates as they progress through institutions of higher learning, and, when necessary, offering intervention to assist those who may be struggling – especially those who are first-generation college attendees.
- Currently, HTH alumni are enrolled in colleges and universities across the state of California. One way that HTH supports alumni is by using our existing schools

as bases of support, developing alumni resource centers that provide face-to-face counseling, offering work-study employment and other assistance to alumni. While HTH is having little difficulty doing so for students attending schools in central San Diego, our ability to provide such ongoing assistance to our grads attending schools outside San Diego is severely limited. As HTH sites open under this Statewide Benefit Charter, the sites will enable fuller implementation of supports to alumni attending colleges and universities outside San Diego.

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

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

FOUNDING GROUP

High Tech High was originally conceived by an ad hoc group of about 40 civic leaders, high tech industry leaders and educators in San Diego, assembled by the Economic Development Corporation and the Business Roundtable. This group met regularly in 1995-96 to discuss the challenge of finding qualified individuals for the high-tech work force, particularly women and people of color. By 1997, as the group grew less optimistic about the capacity of the local schools to graduate students with basic skills and problem-solving abilities, members began to consider starting a school. Gary Jacobs, Director of Education Programs at Qualcomm, and Kay Davis, Director of the Business Roundtable, were key participants in this discussion.

In 1998 the High Tech High founding group hired Larry Rosenstock to develop and implement a new small high school to address this need. The founding group was clear about its intent: to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship. Rosenstock, a former carpentry teacher, lawyer, and educator who had recently directed the U.S. Department of Education's New Urban High School project, brought to the project a vision and a sense of the design principles by which this mission might be accomplished. From January 1998 to the opening of High Tech High in September of 2000, Rosenstock and the founding group, led by Gary Jacobs, worked in tandem, Rosenstock locating a site, preparing the charter application, hiring staff, and HTH Statewide Benefit Charter School Application

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overseeing the development of the program, while Jacobs and the business community took the lead in addressing issues of financing and facilities development. Rosenstock was supported in these efforts by two other educators from the New Urban High School project: Rob Riordan, an expert in project-based learning and bridging academic content with vocational education methodologies, and David Stephen, an architect and graphic designer with extensive experience designing educational environments. Riordan and Stephen continue to work with HTH and support expansion efforts.

The Gary and Jerri-Ann Jacobs High Tech High, the flagship High Tech High school, opened in 2000 and rapidly demonstrated the success of this educational model for a diverse population of students. As demand has grown, we opened a middle school, High Tech Middle, in 2003 and a second high school, High Tech High International, in 2004. In 2005 we opened a second middle school, High Tech Middle Media Arts, and a third high school, High Tech High Media Arts. Further, the board of trustees the former San Carlos High School in San Mateo County recently petitioned to be included within the Charter Management Organization operated by High Tech High. Our fourth high school, High Tech High Bayshore, is thus in its first year of operation as a High Tech High school in its new location in Redwood City.

HTH takes a “mitochondria” approach to new school development, on the assumption that a replication effort is more likely to be successful if there is a base of experience with the High Tech High model in the founding “nucleus.” As HTH commits to opening new schools, current staff are surveyed to determine if any qualified employees wish to assume leadership roles at the new sites. If no existing qualified employees are interested in the new positions, HTH will recruit instructional leaders and lead teachers from the community where the school will be located, with the agreement that these new employees wishing to become HTH principals or lead teachers will be required to work for at least three months in an existing HTH school. We will assist staff recruited from distant areas to find temporary housing near an existing HTH school. Ideally, we seek for each new school to be led by a combination of experienced HTH staff and local teacher-leaders from the area where the school is to be located.

EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

The mission of High Tech High schools is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. The primary goals of High Tech High schools are:

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

Educational Philosophy

High Tech High is guided by three design principles.

Personalization: HTH personalizes the learning by providing an advisor for each student and encouraging students to pursue personal interests through projects. Each student creates a personal digital portfolio of work samples and reflections on learning.

Adult World Connection: High Tech High students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through worksite visits and “power lunches” at the school, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Centered on the five High Tech High *Habits of Mind* (perspective, evidence, relevance, connection, and supposition), our curriculum is engaging and rigorous. Our schools avoid “tracking” and other forms of ability grouping, and our curriculum ensures that that all students who graduate from HTH high schools meet the University of California A-G requirements.

High School Programs

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

Students to be Served

High Tech High schools established under the Statewide Benefit Charter will be high schools serving approximately 470 students in grades 9-12 (100-120 students per grade). In San Diego and other locales where HTH-affiliated schools are established, we strive to serve a population of students that represents the racial, ethnic and socioeconomic diversity of the local community. The target composition for each school will differ depending on the community, but we will design a legally admissible admissions process that ensures a high degree of student diversity.

Curriculum and Instructional Design

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

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

At High Tech High, our project-based learning approach is a key ingredient to our success in serving a diverse population of students. Our students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an element of accountability more motivating than any multiple-choice test.

Cross-Walking Projects to Standards

As High Tech High teachers develop projects that engage student interests, they are mindful of California State Content Standards for grades 9-12. For example, a High Tech High chemistry teacher may have each student create a documentary about the harmful effects of illicit drugs on the human body. The unit addresses many state standards in chemistry, such as functional groups, bonding, the periodic table, and molecular structures. At the same time, however, such a project integrates well with math and humanities and achieves real-world relevance as students use technology to create educational videos that can be shared with other schools as part of a broader drug and alcohol abuse prevention initiative.

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

⁴ Definition from Autodesk Foundation. See <http://www.k12reform.org/foundation/pbl/pbl.htm>.
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Examples of Projects Mapped to Standards
*[these are presented for illustrative purposes only;
 see Supplemental Materials for sample syllabi and fuller project descriptions]*

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

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

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

Coursework at HTH Schools

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

9th grade

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

10th grade

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

11th grade

- Humanities
- Biology
- Math
- Internship (one semester)

- Principles of Engineering (one semester)
- Elective

12th grade

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

Regional Occupation Programs (ROP)

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

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

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

Assurance of Similarity of Instructional Services Across HTH Schools

All High Tech High schools offer about 90% the same instructional program. Based on the same three design principles (personalization, adult world connection, and common intellectual mission), all emphasize project-based learning, preparation for both college and careers, advisory, internships, parent-teacher conferences, home visits for all students, alternative assessments, presentations of learning, and adherence to the state standards which guide our curriculum. Where the schools may differ is in the focus of that curriculum. Using the example from above, at the flagship High Tech High a teacher in chemistry may address state standards by having each student create a video documentary about the harmful effects of drugs on the human body. In contrast, at a HTH school with an environmental focus, the chemistry teacher would address the same standards, but the project and resulting videos might be about the components of hazardous waste and its effects on the environment. The standards are the same, and the process may be identical, but the specific curricular focus may vary.

Plan for Students Who Are Low Achieving

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

1. We provide support to students both in and out of the core courses. This may take the form of after school tutoring or tutoring during lunch or elective time. We have an active peer tutoring program at High Tech High and HTH alumni who remain in the local area often return to the school to volunteer.
2. Because of the project-based curriculum and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills.
3. Project-based learning lends itself nicely to building basic skills because students are able to see the math, humanities, or science being applied to something real.
4. Literature Circles allow for building content knowledge while reading levels are improved through books at varied levels of difficulty.
5. We offer summer bridging for students entering High Tech High schools with below-level skills in math and English and summer school programs for current students needing additional support in the core areas.

Plan for Students Who Are High Achieving

At High Tech High, we personalize our offerings to individual students. For two students in the same physics class, one might be building a hovercraft while another is building a sailboat. Our teachers work to challenge and support each student to aim for their personal best. We believe this is a better way to acknowledge differences between students rather than offering “honors” vs. “regular courses.” Nonetheless, we recognize that one reason that students take honors courses is the weighted GPA that comes with these courses, which helps for college admissions. Therefore, we allow students to take junior and senior core classes for honors credit. Students who choose the honors option must complete additional assignments and/or are held to a higher standard of performance on projects or exams.

Plan for English Learners

High Tech High schools will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. The goal is to develop high quality instructional programs and services for English learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as native-English speaking students. Additionally, High Tech High teachers will be trained in SDAIE methodologies and prepared to use the California English Language Development standards. Our project-based approach is particularly effective with English Learners for a number of reasons. First, the small group instruction that accompanies projects allows for teachers to differentiate supports for students based on individual needs. Second, EL students participate in group problem-solving with non-EL students and learn from those interactions. Third, our focus on applying knowledge to real-world projects encourages comprehension and learning for all students. At High Tech High schools, content knowledge is not inert or solely textbook-driven; rather, it is applied, and transformed

in ways that deepen the learning for all students. As an additional support, we also offer tutoring during and after school with volunteers specifically prepared to work with EL students.

As required by California law, all High Tech High schools will administer the California English Language Development Test (CELDT) to all new students with a home language other than English and to all English Learners annually to determine each student's individual proficiency level and to reclassify students to Fluent English Proficient (FEP) where appropriate. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in implementation, and the teacher's, parents' and school's role in providing support. At least twice each semester, the instructional program will be reviewed and discussed.

Plan for Special Education

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment. To meet our students' needs, High Tech High focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education learning environment. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent.

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

SELPA Membership Plan

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

FREE APPROPRIATE PUBLIC EDUCATION

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

FULL EDUCATIONAL OPPORTUNITY

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

CHILD FIND

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

LEAST RESTRICTIVE ENVIRONMENT

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

PROCEDURAL SAFEGUARDS

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

ANNUAL/TRIENNIAL ASSESSMENT

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

CONFIDENTIALITY

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

PERSONNEL STANDARDS

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

PARTICIPATION IN ASSESSMENTS

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

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

The Special Education director for HTH will be accessible to the sites through personal school site visits/reviews as well as video and telephone conferencing. The Desert/Mountain SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is also enhanced by regularly scheduled personal visits to all participating LEA's from a team of highly qualified Resource Specialists. As additional staff is hired, HTH will pursue the development of a mentor teacher program which will provide pedagogical support to affiliate sites. Specific and targeted staff development opportunities will also be provided by HTH staff and the Desert/Mountain SELPA during the Annual Summer Institute sponsored by HTH. Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by HTH's Special Education Director at least monthly for each affiliate school site to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to affiliate schools to address local needs, review changes in the law, and introduce promising educational interventions.

Transferability of Credits

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

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

High Tech High intends to graduate its students with:

- A high school diploma
- Passage of the California High School Exit Exam
- SAT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a college, CSU, UC, or other notable institutions, e.g., the Ivy League.

Other measurable outcomes include:

- An expectation that 100% of High Tech High graduates will secure admission to an institution of higher education. We expect roughly 80% of those graduates to secure admission to a four-year institution.
- 100% of High Tech High graduates will complete an academic internship in their junior or senior year.
- 100% of High Tech High graduates will complete a four-year advisory program, addressing the topics of careers, college, culture, community, and citizenship.
- A course of study that meets all requirements for entry into the University of California system.
- An expectation that 60% of High Tech High alumni will complete 4-year college degrees within 6 years of graduating from High Tech High

Graduation Requirements:

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

GRADUATION REQUIREMENTS

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

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

Academic Performance Index

High Tech High's API scores are as follows:

	API Base Score	State Rank	Similar Schools Rank
2004-2005	793	Not avail.	Not avail.
2003-2004	828	10	10
2002-2003	802	10	10
2001-2002	788	10	10
2000-2001	820	10	10

Further, our goal is that every HTH site operated under the Statewide Benefit Charter School will achieve a statewide API ranking of 7 or higher school by its fifth year of operation.

Methods of Assessment

Unlike many traditional high schools, where students progress simply by putting in class time and passing multiple choice tests, success at High Tech High schools requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, High Tech High schools have instituted "Transitional Presentations of Learning" (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level.

Presentations of Learning (POLs)

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

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

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

For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student's digital portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

Digital Portfolios

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

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

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

Senior Project

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

Grades and Testing

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

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

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
California High School Exit Exam (CAHSEE)	Winter/Spring	State and graduation requirement to assess whether or not students are prepared with basic skills.
"A-G" college requirements	Throughout the school year	Prepare students for college entry with rigorous curriculum.
CELDT	Fall and as needed for new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.
Fitness Gram	Spring	Required by the Federal Government to ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.
California Standards Test	Spring	Tests student knowledge of the California State Standards.
CAT-6	Spring	Norm-referenced test to assess student knowledge of core subjects (Math, Science, History, English) in California versus other states.

Use and Reporting of Data

The Sites of the HTH Charter School will make regular use of student performance data to inform instructional practices and will regularly report achievement to school staff, parents and guardians. In the context of weekly staff meetings at HTH sites, staff routinely review student work and discuss how practices may be adjusted to meet the individual needs of students. It is in these weekly "Looking at Student Work" discussions that teachers receive support from one another to assist students in achieving the standards required. Teachers give advice to the presenting teacher so that they may go back to their classroom and provide additional support. Often these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve the students' learning. As such, this

powerful staff development protocol ensures that the real-time analysis of daily student performance data is informing refinement of practice in the classroom, is providing a basis for regular communication with parents and students and is supporting student achievement and high expectations.

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

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

All HTH sites will participate in the School Quality Review Process (SQR) that all HTH schools undertake in order to demonstrate successful implementation of HTH design principles and achievement of HTH quality standards. The SQR process consists of a self-study that sites undertake in the spring of each year, an onsite evaluation from central HTH staff involving interviews with all stakeholder groups at the school, the submission and review of stakeholder surveys regarding implementation of various aspects of the HTH model, and the submission and review of student achievement data as demonstrated by performance on state-mandated tests. The final SQR report is made available to all stakeholders at HTH sites and is posted on sites’ web pages. Both site-based staff and HTH central staff use sites’ final SQR reports as planning tools for improving instruction and student outcomes in the following year.

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

Alumni Program

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

GOVERNANCE STRUCTURE

The High Tech High Statewide Benefit Charter School will be governed by the Board of Directors of High Tech High, a duly constituted California nonprofit public benefit corporation designed to provide governance over all High Tech High schools operated in the State of California. The Board of High Tech High will have legal and fiduciary responsibility for the wellbeing of all sites operated under the High Tech High Statewide Benefit Charter School. The High Tech High board will meet at least quarterly and will hold its meetings in accordance with the Brown Act. The High Tech High board will have five members, a majority of whom shall represent the business community. Additional board members will be selected to represent educators and the community-at-large. All potential board members will be screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to High Tech High board members.

In order to secure local participation in decision-making at the local level, sites High Tech High Statewide Benefit Charter School will form a five person advisory board, which will provide input regarding issues of importance to sites, including the use of categorical funding. The advisory board will consist of the school director, teachers, parents and local community members.

Parent Involvement

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

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

HUMAN RESOURCES

Qualifications of School Employees

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

Teachers at High Tech High represent a range of experiences. Some are former biotech engineers, community college professors, or graphic designers; other are veteran teachers or recent university graduates. In August 2004 High Tech High was the first charter school to receive approval from the California Commission on Teacher Credentialing to offer single-subject credentials—in six content areas. Through this program, and in collaboration with local colleges and universities, we are well on our way to full compliance with NCLB requirements. High Tech High teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which any public school teacher is required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses.

As High Tech High schools are small by design and feature an innovative interdisciplinary approach, we intend to employ the guidelines for small schools as set forth by the California Department of Education and California State Board of Education in regard to their interpretation of NCLB guidelines: “If the teacher of record cannot meet the NCLB requirements for all subjects taught, a possible solution is to provide students with access to teachers meeting the requirements⁵.” At High Tech High schools, this will mean that if a Humanities teacher is credentialed in English but not yet in Social Studies, students will have access to a teacher credentialed in Social Studies in their same grade or in an adjacent grade level for consultation or tutoring as needed. We support the spirit of the NCLB regulations -- that all students are taught by high quality teachers – and have found that our interdisciplinary structure is quite effective in promoting the high levels of achievement that NCLB seeks to generate. Also, we are working closely with our experienced teachers in order to verify their subject matter competency for additional subject areas using the HOUSSE guidelines.

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

⁵ NCLB Teacher Requirements Resource Guide, Section 2.3, Professional Development and Curriculum Support Division, California Department of Education: March 1, 2004.

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

Professional Development

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

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

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

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

Collegial Coaching has also become an important part of HTH's professional development process. Starting at first with observation and consultation by HTH central staff, the program has evolved to engage peers in classroom observation and feedback. Teachers within HTH schools now have long experience in

collegial coaching and have worked in the context of study groups to coordinate and develop materials for this program across HTH sites.

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

Compensation and Benefits

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

The sites of HTH Statewide Benefit Charter School sites will make participation in STRS and/or PERS available to teachers and other eligible persons working at the school's sites. HTH will work with the SBE to identify county offices of education or other partners to provide STRS reporting services for the sites of the HTH Statewide Benefit Charter School. The boards of trustees for the sites of HTH Statewide Benefit Charter School may establish additional retirement plans for employees such as section 403(b) plans, and/or other plans as may be appropriate.

Employee Representation

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

Rights of School District Employees

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

Health and Safety

All sites of the HTH Statewide Charter School will comply with all applicable safety laws. Sites will require that each employee of the school furnish the school

with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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

Dispute Resolution Process

HTH and the SBE will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event a formal dispute arises between HTH and the SBE relating to provisions of this charter, these procedures will be followed:

One party will notify the other in writing concerning the nature of the dispute and the facts that support it. Such notices will be sent to or from the HTH board chairperson (with a copy to the High Tech High Chief Executive Officer) and the chairperson of the SBE. Absent extenuating circumstances, such a notice will be provided within 15 calendar days of when either HTH or the SBE becomes aware of the dispute.

Upon receipt of the notice, representatives of and the Chairperson of the HTH board of directors and the Chairperson of the SBE, or their designees, will meet within 15 days and attempt to resolve the dispute. If they reach a resolution, they will co-author a description of that resolution and distribute it to both parties.

If no resolution is reached, the parties may, by mutual agreement, utilize the services of an outside mediator skilled in the interest-based approach to mediating disputes. Each party will bear its own costs and evenly divide the cost for the mediation.

If the dispute remains unresolved following the mediation meeting either party may request non-binding arbitration before a mutually agreed upon arbitrator. The arbitration hearing will be informal in nature. If the arbitration involves a dispute which may lead to revocation of the charter, then the arbitration proceedings must be held, concluded and a decision rendered within thirty days of the mediation meeting so as to not excessively extend the time period within which the SBE may act to revoke the charter. Each party will bear its own costs and evenly divide the cost for the arbitration.

In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, HTH will be

given a reasonable period of time to correct the violation, unless the SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. In such event, the SBE reserves the right to take any action it deems appropriate and HTH reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the SBE determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

The dispute resolution process permits oral notice, followed immediately by written notice.

RECOGNITION OF SBE PEROGATIVE TO FOLLOW ALTERNATIVE DISPUTE RESOLUTION PROCESS

HTH recognizes that because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process described above, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution described above, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified above.

HTH further recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the SBE's discretion in accordance with applicable law and regulations.

INTERNAL DISPUTES

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

HTH sites will adopt policies and processes for airing and resolving disputes.

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

STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

Student Recruitment

The HTH Statewide Charter seeks to serve student bodies that reflect the full socio-economic and cultural diversity of the local areas where the sites operate. HTH sites will work cooperatively with area school districts and county offices of education to attempt to program information and applications to all area 8th grade students via direct mail. Staff members will visit school and community organizations throughout the surrounding area to recruit applicants. Public information meetings will be held about each site. Special emphasis will be placed on holding such meetings in communities where site staff feel additional focus is needed to achieve socio-economic and cultural diversity. Program descriptions and student recruitment information will be presented in a variety of languages so that we will be able to access a broader group of students and parents. Additionally, we will post on each site's website information about our admissions process and timeline along with an application form. Sites' websites may be accessed through www.hightechhigh.org.

Student Admission Policies and Procedures

High Tech High schools endeavor to accommodate all students who apply for admission. Criteria for admission include California residence, matriculation from the current grade, and interest in attending the school. There are no tests or GPA requirements for admission. Each site operated under this Statewide Charter may consider any student who satisfactorily completes the course of study offered by another middle school level affiliate of HTH as qualifying for admission. Similarly, each site may consider any transfer student in good standing from any high school level affiliate of HTH as qualified for admission.

For other applicants to qualify for admission:

- A student and his/her parent or guardian must together attend one complete High Tech High orientation session. These sessions will be held on evenings and weekends. They will detail what the school expects of the student and his or her family as well as what the student and family should expect of the school.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the student handbook.
- A student seeking admission to any High Tech High grade must be successfully promoted from the prior grade.

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

1. Returning or existing students of the site in good standing.
2. Children of employees or board members of sites that are affiliates of HTH, as well as children of employees or board members of High Tech High Foundation, and HTH.
3. Students being promoted from or transferring from another school that is an affiliate of HTH (who also complete the application process in a timely fashion)
4. All other students permitted by law.

Where the number of applicants exceeds the number of available seats, applicants are accepted through a lottery process, with provisions to create an ethnically and economically diverse student body. Such balance will be accomplished by implementing a zip code-based lottery system which is described below. In addition, the procedures described below reflect the finding of the U.S. Congress that women and girls nationally complete fewer math and science courses and lack role models in science. (See 20 U.S.C. section 7283(b)). This lack of interest is borne out in previous applications to other High Tech High schools. Consequently, in order to offer equal opportunities to girls in the lottery, available openings will first be divided into two groups of equal size, one for each gender.

In order to insure that the each site's student body represents the socio-economic and cultural diversity of the county within which it operates, a separate lottery will be then be held by grade level for each zip code in the county. Spaces will be allocated to a zip code area based on enrollment data provided to the site by the County Office of Education where the school operates showing the percentage of students attending public schools who reside within the zip code area. If additional openings remain after this first series of zip code-based lotteries is performed, a second random lottery will be held where all remaining applicants will be aggregated into a single applicant pool.

After capacity has been reached for each grade, names shall be placed in a grade level waiting pool. If a site is fully subscribed and then space becomes available within a grade, the site will randomly select applicants from the waiting pool and notify them that they have the option of enrolling at the site. Upon notification, the applicant will have at least three full business days to inform the site director or secretary, verbally or in writing, of the applicant's intentions. In the absence of an affirmative and timely response by phone or letter, the site will eliminate the applicant from the pool and proceed to randomly select another applicant from the waiting pool. All waiting pools expire annually at the end of the site's formal academic year, or as otherwise determined by the site's board.

HTH sites will evaluate the performance of all current enrollees annually and consider each for readmission prior to consideration of any other applicants. Readmission decisions will be based upon published criteria, including those contained in the Student, Parent and School Contract. Students not readmitted, if any, will be notified in writing of the basis for their non-readmission.

The School certifies that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. The School will defend, indemnify and hold harmless the SBE from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

Non-Discrimination

The charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of ethnicity, national origin, gender or disability.

Public School Attendance Alternatives

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

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

Suspension/Expulsion Procedures

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

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.
- Robbery or attempted robbery of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.

A student suspension or expulsion may only be enacted with the approval of the site director. An expulsion may be appealed the Chief Executive Officer of High Tech High who shall have the right to rescind or modify the expulsion. The parents or guardians of the student will have ten days from the expulsion to declare in writing their request for an appeal. The Chief Executive Officer will convene a hearing within fifteen days of receipt of a timely request for an appeal. At the hearing the student will have the right to counsel, the right to present evidence and the right to confront and cross examine adverse witnesses. The subcommittee members will consider evidence and/or testimony as it deems appropriate and render a written decision that will be in the best interests of the student and the site. That decision will be final.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Preferred County Office of Education for Administrative Support

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

Budgets

The Appendix to this application contains a proposed three year operational budget including startup costs for each site to be operated under this HTH Statewide Charter. The budget includes:

- Reasonable estimates of anticipated revenue & expenditures, including special ed;

- Budget notes that clearly describe assumptions or revenue estimates, including but not limited to the basis for average daily attendance estimates and staffing levels.

The Appendix also contains cash flow and financial projections for the first three years of operation and plans for the establishment of a prudent reserve.

Financial Reporting

The School will:

- Prepare and file with the state on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year; and
- Prepare and file with the state a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33).

Insurance

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

At minimum, coverage will include:

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

HTH may also purchase coverage for the following:

- Directors and Officers for wrongful acts (including coverage for employment practices) of at least \$2,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of \$1,000,000 each incident if health care services such as medical, nursing, and/or counseling are provided to students.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of no less than \$10,000 per accident and a zero deductible.

Delineation of Site-based and Central Responsibilities Including Administrative Responsibilities

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

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

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

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

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

Services include:

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

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

- Pupil Accounting
 - Summarize daily attendance into monthly reports made available to site principals
 - Prepare and submit P1, P2 and Final attendance reports as well as the J18/19 and advance apportionment reports to chartering authority/and or CDE
- Budgeting and forecasting, including developing annual budgets for submission to chartering authorities as required by statute
- Accounting services including:
 - Maintain schools general ledgers per the State Standardized Account Code Structure
 - Provide monthly reconciliations of balance sheet items
 - Accounts Payable – process vendor invoices for payments and post accounting entries

- Process employee reimbursements
- Fiscal reporting including
 - Provide to school monthly financial reports including balance sheet and actual vs. budget
 - Prepare J210 budget report including budget summary, ADA report cash flow report and break-out of revenue detail
 - Twice a year, prepare J250 Interim Financial Reports and submit to chartering authority
 - Prepare annually J200 Final Actuals Report
 - Prepare state and federal payroll tax filing reports quarterly and annually
- Payroll Processing
 - Maintain employee files and database
 - Process payroll for all school employees
 - Reconcile payroll checks to general ledger
 - Process federal and state tax payments as required by statute
 - Prepare W-2's and 1099's
- Purchasing
 - Perform all activities necessary to secure appropriate health and retirement benefits for employees including vendor selection, employee sign-up, informing staff about benefits options and acting as an intermediary between school and provider
 - Oversee all activities related to securing appropriate liability insurance including making application for bids, processing renewal applications and ensuring prudent levels of coverage
 - Oversee selection of food service vendors
 - Establish relationships with vendors to achieve bulk-purchase pricing benefits for textbooks, office supplies, janitorial supplies, etc.
- HR Compliance
 - Monitor and review all Worker's Comp and Unemployment claims
 - Maintain duplicate copies of employment records for school including documentation verifying eligibility for employment
 - Perform new hire processing including reference and background check, eligibility for employment, medical clearance, fingerprinting
 - Perform exit interview and complete exit paperwork for employees leaving the school

Facilities

All sites within the HTH Statewide Charter will incorporate the "look and feel" of the original Gary and Jerri-Ann Jacobs High Tech High campus. That look and feel will include both the functionality of the space as well as the aesthetic design elements that distinguish High Tech High. The sites shall be housed in buildings consisting of approximately 40,000 square feet, a size sufficient to serve the sites' projected student enrollment.

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

Transportation

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

Audits

The HTH Statewide Charter School will engage an independent auditor to produce an annual financial audit according to generally accepted accounting principles. As has occurred in the past for schools managed by HTH, the audit for the HTH Statewide Charter School will present both a consolidated report showing financial information for the entire HTH Statewide Charter School as well as information disaggregated by site. HTH will transmit a copy of the audit to the State Controller, the State Board of Education and the State Department of Education by December 15 of each year. Should the audit note any exceptions or deficiencies, HTH will follow a procedure whereby the school:

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

Closure Protocol

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

IMPACT ON CHARTER AUTHORIZER

Authorizer Liability

The HTH Charter School shall hold harmless, defend and indemnify the SBE, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by School, its officers,

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

Charter Term

The petitioners request the State Board of Education approve a term of this charter that shall begin for a five-year period on July 1, 2006 and end June 30, 2011. The School justifies this five-year term based on the increased difficulty of securing staff and facilities financing with a shorter term and on the successful record of the School's educational design.

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

Charter Revisions

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

Severability

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

Information Exchange

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

ASSURANCES

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

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools.
2. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations.
3. Will not charge tuition.
4. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process.
5. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability.
6. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
7. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
8. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. Will at all times maintain all necessary and appropriate insurance coverage.
10. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
11. Will provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals.
12. Will notify the CDE within 60 days of proposed commencement of instruction of each site

_____ (Authorized Signature)

_____ (Date)
APPENDICES

List of sites to be operated under the HTH Statewide Benefit Charter
Demographics of Locations for HTH Statewide Charter Sites
Site Descriptions
Desert/Mountain SELPA Local Plan
HTH Board Members
Facilities Design Specifications for High Tech High Schools
Financials

List of Sites to be Operated under the HTH Statewide Charter

School*	Location**	Proposed Opening***
HTH Hesperia	Hesperia (San Bernardino County)	2006 or 2007
HTH Environmental	Chula Vista (San Diego County, Sweetwater Union HSD)	2006 or 2007
HTH Escondido	Escondido (San Diego County)	2006 or 2007
HTH National City	National City (San Diego County, Sweetwater Union HSD)	2007 or 2008
HTH San Mateo	San Mateo County	2007 or 2008
HTH Finance	Central San Diego	2008 or 2009
HTH San Jose	San Jose (Santa Clara County; Eastside Union HSD or San Jose Unified)	2008 or 2009
HTH Hesperia II	Hesperia (San Bernardino County)	2008 or 2009
HTH Escondido II	Escondido (San Diego County)	2009 or 2010
HTH East SD County	East San Diego County	2009 or 2010

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

**HTH will open sites within identified counties but reserves the right to open sites in school districts adjacent to the identified school districts if HTH determines that the most suitable facilities are found to be located in those adjacent school districts.

***HTH reserves the right to adjust the sequence and timeline of school openings as necessary to respond to circumstances at a local level, including the availability of suitable facilities.

Demographics of Locations for HTH Statewide Charter Sites

	San Mateo County	San Diego County	San Diego Unified	San Bernardino County	Hesperia Unified	Escondido Union HSD	Sweetwater Union HSD	Santa Clara County	East Side Union HSD	San Jose Unified
American Indian	0.3	0.9	0.5	0.7	0.5	0.7	0.6	0.6	0.4	1.7
Asian	11.3	5	8.7	2.7	0.4	2.7	2.3	23.4	27	12.9
Pacific Islander	3	0.9	1	0.5	1.2	0.4	0.9	0.7	0.9	0.5
Filipino	9.6	4.9	7.5	1.3	0.5	2	8.8	5.1	9.7	1.8
Hispanic	33.1	40.8	41.9	50.5	39.6	44.6	68.9	34.8	43	34.8
African American	4.4	7.7	14.5	11.5	5.1	2.6	4.8	3.5	4.5	3.5
White	36	38.9	25.9	30.2	49	46.3	13.9	30.1	14.3	28.9
Multiple/No Response	2.2	0.9	0	2.6	3.7	0.7	0	1.8	0.2	0
% F/R Lunch	29.6	41.8	50.7	51.3	55.5	15.7	51.6	32.2	26.3	43.7
% EL	23.4	23.4	28.1	18.8	15.3	17.8	26.4	25.2	28.1	26.0
% grads with A-G (02-03)	43.6	35.3	38.5	21.1	24.9	25.8	27.9	44.9	29.6	64.2
*Data from www.ed-data.k12.ca.us for 2003-2004 except where noted										

SITE DESCRIPTIONS

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

HIGH TECH HIGH HESPERIA

Location

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

Timeline

High Tech High Hesperia will open in September 2006 or 2007 serving 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

As HTH has developed a positive relationship with the Desert/Mountain SELPA, requests from SELPA partners to HTH to establish schools within the geographic borders of the SELPA have grown. Some of the strongest support has come from the Hesperia community where a rapidly growing student enrollment has coupled with a history of local high schools failing to place a high percentage of graduates in colleges and universities to create a serious problem in secondary education in the area.

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

Plan for Community Input and Notification

HTH has already begun the process of engaging the Hesperia community by attending meetings in the area and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Discussions to date have centered on how HTH may develop a thematic focus for the school which will enable it to engage students in manner that will increase the percentage of area students who complete A-G requirements. The percentage of current Hesperia Unified School District students that complete A-G Requirements is an alarmingly low 24.9%.

In the near future we plan to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a "Friends of HTH Hesperia" advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTH in the coming months and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, High Tech High:

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

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

HTH currently holds an option on property in Hesperia for development of HTH Hesperia. Staff are now engaged in discussions with the City of Hesperia to determine the feasibility of locating the site on the controlled property. City staff are also assisting HTH to generate a list of possible alternative sites, with an emphasis on finding sites that are eligible for New Markets Tax Credits. We anticipate construction commencing on HTH Hesperia by late fall of 2005. If a viable site has not been identified by that time, HTH may delay the opening of HTH Hesperia.

HIGH TECH HIGH ENVIRONMENTAL

Location

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

Timeline

High Tech High Environmental will open in September 2006 or 2007 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

More than a year ago, HTH was approached by a local property owner in the National City/Chula Vista area who offered to gift to HTH a seven acre site for the creation of a HTH site having a thematic focus on issues of cross-border environmentalism and biodiversity. Unfortunately, the original site was determined to not be viable as a HTH school, but HTH, having developed considerable plans for a school with an environmental focus, initiated a search for suitable facilities to house the site. The City of Chula Vista has been supportive of HTH's effort to start a school in their community and has identified a potential site for the school.

As part of our preparation for opening HTH Environmental, the site's future leaders have done extensive research into other public schools that feature a focus on environmental issues. The site's leaders have recently returned from a trip to Israel where they observed a school that operates a 40,000 square foot greenhouse, which serves as the laboratory for the science and math projects that the school's students undertake. HTH Environmental is now considering how a similar working greenhouse and laboratory may be incorporated into the site's design. To HTH's knowledge, there is no school in the United States currently operating a full greenhouse/laboratory as now envisioned for HTH Environmental.

Like other High Tech High sites, HTH Environmental will draw upon the diversity of San Diego County, including economically disadvantaged students, while

maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a main emphasis on environmentalism and biodiversity as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification

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

In the near future HTH plans to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a "Friends of HTH Environmental" advisory group to assist in planning for the new school. The advisory group has identified prospective board members. HTH will incorporate the site as a subsidiary of HTH in the coming months. HTH will apply on behalf of HTH Environmental to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

Working in collaboration with the City of Chula Vista, HTH has identified a potential facility for the site. The potential site is an approximately 4.8 acre city-owned parcel on E Street on the Bayfront in Chula Vista, immediately adjacent to the Chula Vista Nature Center. The parcel is located within an area defined to be low income by the federal government and, as such, is eligible for New Markets Tax Credits. The City and HTH are in discussions about how the site may be made available to HTH in time for the site to open in September 2006. If the site is determined to not be viable, HTH will resume the search for other appropriate properties. Wherever the school is ultimately located, HTH intends to make the HTH Environmental facility reflect the values of the site's chosen thematic focus. To the extent possible, the site will be housed with an eco-friendly building, one

that is all or partly solar powered and that minimizes use of water and emissions of gases damaging to the environment.

HIGH TECH HIGH ESCONDIDO

Location

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

Timeline

High Tech High Escondido will open in September 2006 or 2007 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Recently, HTH was approached by a group of local parents and business leaders who wanted to assist in the development of a HTH site to be established in Escondido. This group established "Friends of HTH Escondido," an advisory panel supporting development of the site that been instrumental in assisting HTH to develop local relationships in the Escondido area. The City of Escondido has been supportive of HTH's effort to start a school in the community and has provided a list of potential properties that would qualify for New Markets Tax Credits. The Friends of HTH Escondido and HTH have also developed a relationship with the San Diego Wild Animal Park, which may grow into a formal relationship that could provide the site with a thematic focus around endangered species and life sciences.

Like other High Tech High sites, HTH Escondido will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a possible emphasis on life sciences as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification

HTH has already begun the process of engaging the Escondido community by hosting and attending meetings in the area and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Discussions to date have centered on how HTH may develop a thematic focus

for the school which would capitalize upon the local community resources available within Escondido.

HTH has also assisted in the development of the “Friends of HTH Environmental” advisory group to assist in planning for the new school. The group has identified a list of prospective board members. We anticipate incorporating the school as a subsidiary of HTH in the coming months. HTH will apply on behalf of HTH Escondido to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

HTH is still working to find a suitable site for HTH Escondido. The City of Escondido has provided a list of available sites and HTH has given priority to those sites that qualify for New Markets Tax Credits. Early meetings with representatives of the San Diego Wild Animal Park have also included discussions about the possibility of locating the school on the Wild Animal Park grounds. That location would not be eligible for New Markets Tax Credits, but HTH and the Friends of HTH Escondido believe that the possibility of locating the school on the Wild Animal Park grounds is attractive enough to warrant deviating from our preferred approach of locating within areas eligible for New Markets Tax Credits. Good public transportation exists to the Wild Animal Park making HTH confident that the site would attract the desired demographic of students.

HIGH TECH HIGH NATIONAL CITY

Location

National City, California, located within San Diego County and within the Sweetwater Union High School District.

Timeline

High Tech High National City will open in September 2007 or 2008 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

As demand for High Tech High schools in San Diego continues to outpace the number of slots available for students, HTH has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. In the summer of 2004, HTH was approached by a coalition of business, education and civic leaders from National City who encouraged HTH to establish a high school as part of the "Sweetwater Education Collaborative," a new initiative which would attempt to improve a historically low income area of National City by encouraging secondary education providers, institutions of higher education and low-income housing and commercial developers to partner on a large-scale multi-use project. HTH was happy to agree and has begun to develop plans for how HTH National City can capitalize upon the close proximity the site will have to the Collaborative's various partners and to other resources in the National City area.

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

Plan for Community Input and Notification

HTH has engaged in extensive community engagement in the National City area since HTH first began to develop plans for HTH Environmental (see above). As the Collaborative continues to progress, HTH will resume the process of engaging with the local community to identify a thematic focus for the school and make other preparations for school opening. HTH will also assist in the development of a "Friends of HTH National City" advisory panel, which will assist in planning for the new site. In the unlikely event that the Education Collaborative does not continue to move forward, HTH is prepared to independently continue preparations for the establishment of HTH National City.

HTH will incorporate the site as a subsidiary of HTH and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

HTH is working with the City of National City to identify a suitable location within the proposed Sweetwater Education Collaborative. All sites proposed to date have been determined to be eligible for New Markets Tax Credits. Given the preponderance of low income areas in National City, HTH is optimistic that it will ultimately be able to locate the site an area eligible for New Markets Tax Credits.

HIGH TECH HIGH SAN MATEO

Location

San Mateo County, within the Sequoia Union High School District.

Timeline

High Tech High San Mateo will open in September 2007 or 2008 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Whenever HTH enters a new region, our preference is to open a pod of tightly situated sites so that staff may share expertise and support one another. Given that HTH is committed to opening HTH Bayshore in Redwood City, it is only natural that HTH would be interested in opening additional sites in the area. Once HTH Bayshore has grown to full enrollment and may, like our signature school in San Diego, support the development of additional schools in the region, HTH intends to open an additional school in San Mateo County.

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

Plan for Community Input and Notification

HTH has engaged in extensive community engagement in the San Mateo County region, hosting events at schools and various civic organizations and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Discussions to date have centered on how HTH may develop a unique thematic focus for the school which will distinguish it from HTH Bayshore, allow the school to capitalize upon local resources in San Mateo County and create a strong basis for engaging local students in project-based learning. Other discussions have focused on where best to locate the school so that the school may best serve a student body that is representative of the diversity of San Mateo County. HTH will also assist in the development of a

“Friends of HTH San Mateo” advisory panel, which will assist in planning for the new site.

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

As HTH’s plans for HTH San Mateo mature, HTH will begin hosting community events at schools and various civic organizations. HTH will also assist in the development of a “Friends of HTH San Mateo” advisory group to assist in planning for the new school. HTH will incorporate the school as a legal subsidiary of HTH and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

HTH is working with our local partners to determine the optimal location for HTH San Mateo. One option currently being considered is attempting to locate the site in very close proximity to HTH Bayshore where a “village” of HTH schools could be established much like “HTH Village” in San Diego. A benefit to this approach would be that the site would certainly be located in an area eligible for New Markets Tax Credits, affording the site strong prospects for recruiting a diverse student body. A concern would be determining whether sufficient demand exists to support two sites in the same location within San Mateo County. HTH is also considering other areas within San Mateo County. HTH will attempt to locate the site within an area eligible for New Markets Tax Credits.

HIGH TECH HIGH FINANCE

Location

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

Timeline

High Tech High Finance will open in September 2008 or 2009 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Like other High Tech High sites, HTH Finance will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a main emphasis on finance and entrepreneurship as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification

HTH Finance will engage in extensive community engagement in the San Diego region hosting events at schools and various civic organizations. HTH will also assist in the development of a "Friends of HTH Finance" advisory panel, which will assist in planning for the new site. HTH will incorporate the school as a subsidiary of HTH and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

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

HIGH TECH HIGH SAN JOSE

Location

San Jose, California, located within either Santa Clara County and within either the San Jose Unified School District or Eastside Union High School District

Timeline

High Tech High San Jose will open in September 2008 or 2009 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Whenever HTH enters a new region, our preference is to open a pod of tightly situated sites so that staff may share expertise and support one another. Given that HTH is committed to opening HTH Bayshore in Redwood City, and given that HTH is committed to serving integrated student bodies, it is only natural that HTH would be interested in opening a site in San Jose. Once HTH Bayshore has grown to full enrollment and may, like our signature school in San Diego, support the development of additional schools in the region, HTH intends to open a site in San Jose.

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

Plan for Community Input and Notification

HTH will engage in extensive community engagement in the San Jose region regarding the development of HTH San Jose. Events will include hosting events at schools and various civic organizations in the area and creating opportunities for local representatives to learn more about our programs by visiting our schools in San Mateo County and San Diego. HTH will also assist in the development of a "Friends of HTH San Jose" advisory panel, which will assist in planning for the new site. HTH will incorporate the school as a subsidiary of HTH and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

HTH will work with the "Friends of HTH San Jose" to identify a suitable location for HTH San Jose. Given the preponderance of low income areas in San Jose, HTH is optimistic that it will ultimately be able to locate the site in an area eligible for New Markets Tax Credits.

TECH HIGH HESPERIA II

Location

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

Timeline

High Tech High Hesperia will open in September 2006 or 2007 serving 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

As HTH has developed a positive relationship with the Desert/Mountain SELPA, requests from SELPA partners to HTH to establish schools within the geographic borders of the SELPA have grown. Some of the strongest support has come from the Hesperia community where a rapidly growing student enrollment has coupled with a history of local high schools failing to place a high percentage of graduates in colleges and universities to create a serious problem in secondary education in the area.

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

Plan for Community Input and Notification

HTH has already begun the process of engaging the Hesperia community by attending meetings in the area and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Discussions to date have centered on how HTH may develop a thematic focus for the school which will enable it to engage students in manner that will increase the percentage of area students who complete A-G requirements. The percentage of current Hesperia Unified School District students that complete A-G Requirements is an alarmingly low 24.9%.

In the near future we plan to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a "Friends of HTH Hesperia" advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTH in the coming months and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, High Tech High:

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

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

Potential Facilities

HTH currently holds an option on property in Hesperia for development of HTH Hesperia II. The property is adjacent to the parcel that may be used for the original HTH Hesperia, allowing potentially for the establishment of a "village" of schools in Hesperia. Staff are now engaged in discussions with the City of Hesperia to determine the feasibility of locating the site on the controlled property. City staff are also assisting HTH to generate a list of possible alternative sites, with an emphasis on finding sites that are eligible for New Markets Tax Credits.

HIGH TECH HIGH ESCONDIDO II

Location

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

Timeline

High Tech High Escondido will open in September 2009 or 2010 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Recently, HTH was approached by a group of local parents and business leaders who wanted to assist in the development of a HTH site to be established in Escondido. This group established "Friends of HTH Escondido," an advisory panel supporting development of the site that been instrumental in assisting HTH to develop local relationships in the Escondido area. The City of Escondido has been supportive of HTH's effort to start a school in the community and has provided a list of potential properties that would qualify for New Markets Tax Credits. In addition to establishing a relationship with the San Diego Wild Animal Park, The Friends of HTH Escondido have brokered key relationships and potential partnership that would allow for the establishment of a site near the downtown area in Escondido.

Like other High Tech High sites, HTH Escondido will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a possible emphasis on life sciences as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification

HTH has already begun the process of engaging the Escondido community by hosting and attending meetings in the area and creating opportunities for local representatives to learn more about HTH at our flagship school in San Diego. Discussions to date have centered on how HTH may develop a thematic focus

for the site which would capitalize upon the local community resources available within downtown Escondido.

HTH has also assisted in the development of the "Friends of HTH Escondido" advisory group to assist in planning for the new school. HTH will apply on behalf of HTH Escondido to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

HTH is still working to find a suitable site for HTH Escondido. The City of Escondido has provided a list of available sites and HTH has given priority to those sites that qualify for New Markets Tax Credits.

HIGH TECH HIGH EAST SAN DIEGO COUNTY

Location

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

Timeline

High Tech High East San Diego County will open in September 2009 or 2010 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background

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

Like other High Tech High sites, HTH East County will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a preliminary emphasis on media and visual art as the platform for integrated curriculum across the disciplines. This thematic focus is subject to change pending further input from the local community.

Plan for Community Input and Notification

HTH has engaged in extensive community engagement in the East San Diego County region. During that engagement, the site developed a preliminary focus on media arts. In the near future we plan to resume hosting community events at schools and various civic organizations to gather community input. We will also assist in the development of "Friends of HTH East San Diego County," an advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTH and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTH will:

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

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

Potential Facilities

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

High Tech High (HTH) Board Members

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

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

Dr. Frank Kemerer – Noted Author and Visiting Professor, School of Education and Leadership of the University of San Diego

Mike McCraw – President/CEO Sempra Energy

Julie Umansky – Regional General Manager, California Charter School Association

Title 5. EDUCATION
Division 1. California Department of Education
Chapter 11. Special Programs
Subchapter 19. Charter Schools

§ 11967.6. Submission of Statewide Benefit Charter School Petitions to the State Board of Education.

(a) A petition to establish a statewide benefit charter school pursuant to Education Code Section 47605.8 shall:

(1) Comply with all statutory requirements otherwise applicable to charter schools, except those relating to geographic and site limitations (See Education Code Section 47605.8)

(2) If applicable, comply with all requirements of law relative to the provision of independent study.

(A) A charter that does not expressly provide for independent study shall not be interpreted as allowing independent study beyond that which is incidental and required to address the temporary needs of particular students.

(B) If the independent study (nonclassroom-based instruction) exceeds the percentage specified in Education Code Section 47612.5, it shall be funded only in keeping with a determination of funding approved pursuant to Education Code Section 47634.2.

(3) Describe how an annual independent audit of the statewide benefit charter school will be conducted in keeping with applicable statute and regulation and indicate how the statewide benefit charter school's individual schools will be appropriately included in the audit process.

(4) Incorporate a plan that provides for initial commencement of instruction in at least two schools, which shall be in at least two different school districts or two different counties. The plan for instruction shall describe how the instructional services will provide a statewide benefit, as specified in Section 11967.6(b) that cannot be provided by a charter school operating in only one school district, or only in one county. Existing charter schools previously approved by a charter authorizer may not be included in a petition to establish a statewide benefit charter school.

(5) Include an assurance that the instructional services for similar student populations described in the charter will be essentially similar at each school and, thus, that each pupil's educational experience will be reasonably the same with regard to instructional methods, instructional materials, staffing configuration, personnel requirements, course offerings, and class schedules.

(6) Describe how the statewide benefit charter school will participate as a member of a special education local plan area, and ensure a coordinated structure for the provision of necessary programs and services specific to students with Individual Education Programs (IEPs).

(7) Demonstrate success in operating charter schools previously approved in California as evidenced by improved pupil academic performance and annual financial audits with no audit findings or exceptions. Data that shall be considered in determining the likelihood of a charter operator to successfully operate a statewide benefit charter school include, but are not limited to, a statewide or similar schools ranking of 8 or higher

on the Academic Performance Index, evidence of having met growth targets over time, and other alternative indicators of success as defined in the alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

(8) Describe how local community input for each school included in the plan was solicited (or will be solicited). Satisfaction of this paragraph shall involve the holding of at least one publicly noticed meeting for each school, with a summary of the input received at the meeting(s) being provided.

(9) Contain sufficient signatures either of parents, guardians, or of teachers in keeping with Education Code Section 47605(a)(1) for each school proposed in the first year.

(10) Include an assurance that the school district and county superintendents where each school will be located will be notified at least 120 days prior to commencement of instruction.

(11) Addresses all charter elements specified in Education Code Section 47605 adapted appropriately for application at the statewide level.

(12) Contain or address any provisions or conditions specified by the State Board of Education at the time of charter approval.

(13) Contain a plan for operations of the statewide benefit charter school that describes the distinction between centralized and individual school level responsibilities and includes a staffing plan to implement the activities at the designated level. The plan shall address statewide benefit charter school operations including, but not limited to:

- (A) Academic program,
- (B) Facilities and school operations,
- (C) Legal and programmatic compliance,
- (D) Financial administration,
- (E) Governance, and
- (F) Decision-making authority.

(14) Provide a list of each school that will be operated by the statewide benefit charter school that includes:

(A) A timeline for the commencement of instruction at each school. Commencement of instruction must begin during the term of the charter.

(B) The general location of each school and the school district and county in which each school is to be located.

(C) A description of the potential facilities to be used at each school.

(D) The approximate number of pupils that can safely be accommodated by each school facility.

(b) "Instructional services of a "statewide benefit" shall include, but not be limited to, the following factors:

(1) Unique factors and circumstances related to the statewide benefit charter school's educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to each of the following:

- (A) The pupils who would attend the statewide benefit charter school,
- (B) The communities (including the school districts and the counties) in which the individual schools would be located (e.g., in terms of pupil demographics and performance),
- (C) The state, to the extent applicable, and

(D) The statewide benefit charter school itself (e.g., in fund raising, community partnerships, or relationships with institutions of higher education).

(2) Neither an administrative benefit to a charter operator, nor desire by a charter operator to provide services in more than one district and county, shall be considered sufficient in and of itself to constitute a statewide benefit.

(c) A statewide benefit charter school, regardless of the number of individual schools, is treated as a school district for all purposes, including but not limited to, compliance monitoring, data reporting and collection, student performance data, oversight, and apportionments. For purposes of compliance monitoring and oversight, the State Board, in its review, will look at each individual school's independent progress in meeting federal and state growth targets.

(d) Following its submission, a petition to establish a statewide benefit charter school may be modified or new schools added that were not included in the original petition only with the approval of the State Board of Education.

(e) Each statewide benefit charter school shall provide an annual report to the State Board of Education reflecting student achievement data, performance benchmarks, and other pertinent data supporting stated charter goals.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Sections 47612.5, 47634.2, and 47605, Education Code.

§ 11967.7. Evaluation of Facilities for Statewide Benefit Charter Schools.

(a) The statewide benefit charter school shall notify the California Department of Education within 60 days of proposed commencement of instruction at each school, including submission of all documentation required in Section 11967.6(a)(14). Within 30 days of the receipt of a complete and documented request pursuant to this section, the California Department of Education shall evaluate the facilities for the proposed educational program for compliance with local building permits and codes and notify the statewide benefit charter school and any affected local education agency of its determination. The charter school or any affected local education agency may appeal the Department's determination within 10 calendar days of the date of the determination, and the matter will be placed on the agenda of the next regularly scheduled meeting of the State Board of Education. If no action is taken by the State Board of Education, the California Department of Education's determination shall stand. A school may not open in a facility without a positive determination.

(b) A school in its first year of operation may only commence instruction between July 1 and September 30 of the year in which it proposes to commence operation.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Section 47605.8, Education Code.

§ 11967.8. Funding for Statewide Benefit Charter Schools.

(a) A statewide benefit charter school approved pursuant to Education Code Section 47605.8 shall be direct-funded pursuant to Chapter 6 of Part 26.8 of the Education Code (commencing with Section 47630), with the following exceptions:

(1) A statewide benefit charter school's general-purpose entitlement pursuant to Education Code Section 47633 shall be funded entirely from state aid.

(2) A statewide benefit charter school does not have a "sponsoring local education agency" as defined in Education Code Section 47632.

(b) The warrant for a statewide benefit charter school shall be drawn in favor of the State Superintendent of Public Instruction and a county office of education as follows:

(1) The State Board of Education may designate a county office of education as the office responsible for establishing the appropriate funds or accounts in the county treasury for the statewide benefit charter schools and for making the necessary arrangements for the statewide benefit charter school's participation in the State Teachers' Retirement System and/or the Public Employees Retirement System. The county office may charge the statewide benefit charter school for the actual cost of services.

(2) In designating a county office of education, the State Board shall give preference to the county office of education of the county that the statewide benefit charter school identifies as the principal location of its business records.

(3) If the county office of education in the county that the statewide benefit charter school identifies as the principal location of its business records declines to accept the responsibility for the statewide benefit charter school, the State Board of Education may designate another county office of education by mutual agreement.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Section 47632 and 47651, Education Code.

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

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

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

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