



# Statewide Benefit Charter

## S e c o n d   R e n e w a l   P e t i t i o n

(As Amended After January 12, 2017 Hearing Before the State Board of Education)



HIGH TECH HIGH

For Presentation to the California State Board of Education  
Submitted by HIGH TECH HIGH



**HIGH TECH HIGH  
STATEWIDE BENEFIT CHARTER  
SECOND RENEWAL PETITION**

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

**Submitted by High Tech High**

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(As Amended After January 12, 2017 Hearing Before the State Board of Education)**

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## **GLOSSARY**

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



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

## **INTRODUCTION**

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

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

- **Equity**

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

- **Personalization**

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

- **Authentic Work**

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

- **Collaborative Design**

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

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

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

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

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

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

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

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

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

### **STATEWIDE BENEFIT**

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

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

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

In general, HTH continues to see strong demand for the program. Overall, the HTH schools received far more applications than spaces available, with applications outnumbering available seats by a ratio of roughly 5:1, demonstrating community support for renewal of this charter. During the past admissions season alone, HTH received over 7,000 lottery applicants seeking

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<sup>1</sup> In granting the charter, the SBE, based on substantial evidence presented and entered into the record, made the finding that HTH would "provide instructional services of statewide benefit that [could] not be provided by a charter school operating in only one school district, or only1 in one county." California Education Code Section 47605.8(b).

<sup>2</sup> In addition to the six schools operated under the HTH SBC, there are another seven other schools operated by High Tech High that are locally authorized.

admission to all thirteen schools. The HTH SBC schools alone received about 3,593 applicants for the 612 available HTH SBC seats.

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

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

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

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

- **Next Generation Science Standards ("NGSS") Early Implementers** – High Tech High along with eight school districts and one other charter school group are involved in a four year partnership to roll out the Next Generation Science Standards.
- **Project ASCENT** – Math teachers across our schools are involved in a networked improvement community with other educators across the nation focused on improving math and science outcomes, and improving outcomes for Science, Technology, Engineering, and Mathematics ("STEM") careers.

- ***Student Agency Improvement Community (“SAIC”)*** – High Tech High is a member of a national network convened by The Carnegie Foundation for the Advancement of Teaching focused on developing and testing classroom practices that promote student agency.
- ***Most Likely to Succeed*** - HTH is one of the schools featured in this film about rethinking education, and HTH administrators and teachers have participated in nationwide discussions with a broad range of communities, students, teachers and government leaders.

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

### **Statewide Benefit No. 1:**

#### **Developing highly qualified teachers, including STEM teachers<sup>3</sup>.**

One of the statewide benefits HTH set out to provide in its previous statewide benefit charter petitions was a contribution toward addressing the state’s shortage of highly qualified teachers.<sup>4</sup>

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

#### Teacher Credentialing and Induction

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

High Tech High teacher education programs are based on the premise that theory must be grounded in practice. Thus, all educators participate in practicum based education and have constant opportunities to “put to practice” what they are learning in coursework. This approach is consistent with recommendations from the National Council for Accreditation for Teacher Education<sup>5</sup>, including the recommendation that “credentialing programs need to be turned

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

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

<sup>5</sup> <http://www.ncate.org/Public/Newsroom/NCATENewsPressReleases/tabid/669/EntryId/125/Panel-Calls-for-Turning-Teacher-Education-Upside-Down-Centering-Curricula-around-Classroom-Ready-Training-and-Increasing-Oversight-and-Expectations.aspx>



upside down” so that programs “are fully grounded in clinical practice and interwoven with academic content and professional courses,” and that “clinical preparation is integrated through every facet of teacher education in a dynamic way.”

High Tech High’s model of teacher education is being looked to across the state and nation as a better way to prepare teachers for classroom practice. The article, “Another Innovation from High Tech High - Embedded Teacher Training,”<sup>6</sup> published in Phi Delta Kappan in early 2016, provides more detail about the philosophy and practice of the HTH District Intern Program.<sup>7</sup>

#### Teacher Credentialing and the District Intern Program

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

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

#### **District Intern Program**

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

#### Teacher Credentialing and the Induction Program

In 2007, HTH was approved to operate an Induction Program for teachers across the state of California. The HTH Induction Program serves teachers in California with Preliminary credentials and teachers new to California. The HTH Induction program experienced significant growth in fall of 2010 when local districts in San Diego cut their Induction programs due to the ongoing budget crisis in California. In addition, local charter schools too small to offer their own Induction programs without state funding were welcomed into the HTH program. Teachers

<sup>6</sup> <http://pdk.sagepub.com/content/97/7/25.full.pdf+html>

<sup>7</sup> <http://pdk.sagepub.com/content/97/7/25.full.pdf+html>

involved in the program are located in schools throughout San Diego County and partnerships are established via a Memorandum of Understanding ("**MOU**") at no cost to the partner school.

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

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

#### HTH Graduate School of Education

In December of 2006, HTH received authority from the Bureau for Private Postsecondary and Vocational Education to operate the HTH GSE. In July 2015, the HTH GSE received accreditation from WASC Senior College and University Commission ("**WSCUC**"). The HTH GSE offers a Master's in Educational Leadership. Like the HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic, and relevant. To date, the HTH GSE has had 121 graduates from the master's program, with 52% of candidates from outside of the High Tech High K-12 schools.

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

Currently new teachers earning their Preliminary Teaching Credential through HTH's District Intern Program must be employed by High Tech High or a partner school. As part of the 2016 Strategic Plan, two initiatives were approved by the HTH GSE Board to broaden the impact of the work in developing teachers and educational leaders through the HTH GSE. The first initiative in which the HTH GSE is engaged is the accreditation and approval process with both the CTC and WASC to offer a Preliminary Teaching Credential Student Teaching Program along with an M.Ed. in Teaching & Learning. This university-based program will be widely available and allow candidates to complete their student teaching in one of the thirteen High Tech High schools, with additional opportunities to observe in local district schools. The second initiative is to add a Preliminary Administrative Credential to the current M.Ed. in Educational Leadership

program. The HTH GSE is currently exploring an opportunity to partner with San Diego County Office of Education or may pursue additional accreditation through the CTC to offer the credential on its own.

#### California Career Pathways PBL Leadership Academy

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

PBL Leadership Academy teams have created projects such as:

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

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

#### HTH Visitors

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

During the 2015–2016 school year, 875 of the visiting educators came to HTH for a variety of professional development residencies and institutes, and 860 educators attended the Deeper Learning Conference, which was presented in the HTH schools and led by HTH staff. Additionally, 2,068 guests toured the HTH school sites, either through a student-led tour or extended visit themed around professional development and their research into HTH practices

and structures. Finally, 855 adults visited HTH schools through conferences held on the HTH campuses by outside organizations, such as the National Association of College Admissions Counselors, Stanford University, the William and Flora Hewlett Foundation Deeper Learning Grantees Network, and more.

#### Education Leadership Academy and HTH Dissemination Work

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

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

#### Center for Equity and Innovation

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

The Center has supported the following programs toward that goal:

- Convening a Networked Improvement Community on the subject of Career College and Civic readiness with 6 national organizations and the support of the Hewlett foundation.
- Preparing the launch of a School Improvement Coach (“**SIC**”) Program for educators within and beyond HTH who want to deepen their understanding of improvement methods, and serve as coaches for improvement work at their school sites.
- Offering pre-conference days that are open to all educational, administration and district leads and that are part of the HTH residencies.

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

- Chiles, A., Sanoff, B., Larson, C., Griswold, J. & Rosecrans, J. (Spring 2016). [Student Consulting: Disrupting Student-Teacher Hierarchies](#), *UnBoxed*. (co-authored by HTH students, GSE Resident & GSE Faculty)

- MacConnell, K. & Caillier, S. (2016, forthcoming). [Getting better together: One school's journey with improvement science](#). Manuscript accepted to *Phi Delta Kappan* for publication. (Draft not for quotation, attribution, or dissemination.)
- Riordan, R. & Caillier, S. (in press). [Schools as equitable communities of inquiry](#). In J. Cook (Ed.) *Education for a Changing World*. (Draft not for quotation, attribution, or dissemination.)
- Jones, Gallagher, Daley & Caillier (2015, spring). Getting more students to college: A foray into improvement research. *UnBoxed*, 13. Retrieved from [http://www.hightechhigh.org/unboxed/issue13/a\\_foray\\_into\\_improvement\\_science/](http://www.hightechhigh.org/unboxed/issue13/a_foray_into_improvement_science/)

### Concluding Comment Regarding Statewide Benefit 1

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

### **Statewide Benefit No. 2:**

#### **Providing leadership in preparing students for college and career.**

In its initial statewide benefit charter petition, HTH noted that as one of the statewide benefits it would graduate students with the skills necessary to meet the workforce needs of the 21<sup>st</sup> century.<sup>8</sup> As is evidenced by a number of key metrics and a more substantive discussion of college data, which are more fully developed further below, HTH has continued to make contributions in preparing students for college and career.

### Preparing for College

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

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

- 98% of HTH SBC graduates completed the University of California/ California State University ("**CSU**") A-G approved sequence of courses compared to 43% of students in the state.
- 98% of HTH SBC graduates took the SAT or ACT, including 95% of students eligible for free or reduced price meals ("**FRL**").
- 93% of HTH SBC graduates applied to at least one 4-year college and 73% applied to four or more 4-year colleges compared to 16% nationally.
- 96% of HTH SBC 2016 graduates reported heading to college. This includes 97% of FRL students and 95% of first generation students.

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

- 72% of HTH SBC graduates enrolled in four-year institutions compared to 30% of students statewide. This includes 76% of students qualifying for FRL and 65% of first generation students.
- According to the College Clearinghouse, 79% of HTH SBC students had either graduated or were still enrolled in college as of 2016. This includes 74% of students qualifying for FRL and 71% of first generation students.

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

### Preparing Students for Careers

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

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

Second, HTH integrates academic and vocational education to prepare students to succeed in an economy that requires people to have the content knowledge and imagination to solve complex problems, as well as the hands-on skills necessary to apply that learning to real-world situations. Students learn to act like scientists, engineers, and mathematicians in posing and exploring their own research questions as well as engaging in projects involving designing and building prototypes and products to solve real problems.

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

### Concluding Comment Regarding Statewide Benefit 2

The combination of HTH's high school program elements work together in supporting graduates to succeed in college, in the workplace, and in life. HTH is an observed and studied model for this combination of elements, among other things. As noted in relation to Statewide Benefit



Number 1 above, the statewide presence and status of this charter affords HTH unparalleled opportunities to teach, learn and grow with others.

**Statewide Benefit No. 3:**

**Providing model public school facilities that are integral to the success of HTH's programs, and that are recognized for their environmental quality, and cost-effective construction.<sup>9</sup>**

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

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

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

The structure of the statewide benefit charter has, in no small measure, helped to establish the environment under which such development has been possible. Five of the six facilities developed during this time period have been built to house HTH SBC schools (one large facility houses two HTH SBC schools). The ability to access Qualified School Construction Bond credits for the Chula Vista K-8 facility in 2010, as well as the elementary and middle school facilities on the North County campus (2011 and 2013 respectively) was made possible by the HTH SBC.

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

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

Since 2010-11, the percentage of students attending school HTH SBC North County campus who qualify for free or reduced price meals has increased by over eighteen percentage points. Beyond the choice of the North County campus for its operations, and the implementation of the zip code based lottery, HTH sought to further enhance the diversity of its North County schools. To increase the access to its North County schools for low income families living near the schools, HTH took certain actions. First, it sought clarification regarding its ability to offer a priority to certain local residents based on the existing language of its charter petition. In

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<sup>9</sup> HTH Statewide Benefit - "Providing model public school facilities.." See 2011 HTH Statewide Benefit Charter Renewal Petition at pp. 2-6.

addition to obtaining clearance from the CDE and SBE, the HTH Board approved a priority beginning in Spring 2014 for residents of the Alvin Dunn attendance area. In addition, HTH made concerted outreach efforts to low-income housing communities and nonprofit community service agencies with the goal of increasing the number of FRL status admissions applicants.

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

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

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

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

When HTH began using zip code based lotteries to achieve diversity in our schools, the practice was relatively rare. Today, HTH is recognized as a national leader in "diversity by design." The zip code based lottery uses Census data to ensure that the demographic representations of the region are taken into account.

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

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

## Environmental Leadership in the Development of School Facilities

### *LEED Certifications*

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

### *Net Zero Energy Initiative*

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

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

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

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

## HTH SBC Enhances and Supports the Ability to Finance and Build

The statewide benefit charter has been instrumental in achieving facilities financing<sup>10</sup> and development success for a variety of reasons including:

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<sup>10</sup> As a result of the statewide benefit charter, HTH has:

- Partnered in the establishment of an entity that was awarded \$35M in New Markets Tax Credits from the United States Treasury to secure new property and facilities.
- Secured leases of 10.4 acres of land from the City of Chula Vista which has been developed into a full K-12 continuum of schools.
- Acquired 5.2 acres of land in San Marcos that is identified by the federal government to be located in a low income community, making the property eligible for below market financing through the New Markets Tax Credits program. Two schools, High Tech High North County and High Tech Middle North County, are now operating on that property.
- Subsequently acquired and developed an additional 5.4 acres which provided land for construction of High Tech Elementary North County and expanded open space for the entire campus.
- Secured sufficient tax exempt bond financing to complete the development of a \$17.3M high school facility for HTH Chula Vista.
- Secured sufficient New Markets Tax Credits financing to complete the development of a \$21.0M high school facility for HTH North County
- Pioneered a model for charter schools to use Qualified School Construction Bonds that was replicated both in San Diego and in Los Angeles.
- California School Finance Authority, as the conduit issuer, was recognized in 2010 for the 2010 High Tech bond transaction as the "Bond Deal of the Year - Small Issue Size" for the western US region by *Bond Buyer* magazine.
- Demonstrated environmental leadership by developing facilities to LEED standards without state support. To date, two facilities (housing 3 schools) have been certified at PLATINUM level, one at GOLD, and one at SILVER. The last of the five facilities is awaiting completion of solar project to initiate the certification process.

- Having an authorized charter in place that allows for additional schools permits HTH to act quickly when unique financing opportunities come along.
- Investors are looking for a record of success. The steady growth of the HTH SBC is evidence of our commitment to responsible growth.
- Certain financing, such as the Qualified School Construction Bonds used to finance our newest projects would not have been available to HTH without its statewide benefit charter in place (charter school allocations were conditioned upon three years of operating history – a new stand alone charter operated by HTH would have been denied access).
- Traditional, local authorizing timelines do not facilitate the action necessary to seize upon time-sensitive opportunities essential to cost-effective facility development. In spite of dramatic reductions to per student funding that have occurred since 2008, HTH has been able to expand its capacity by acting quickly when opportunities arise. That ability to spontaneously mobilize has come as a direct result of having prior authorization to open additional schools through the statewide benefit charter. Under traditional authorization timelines, such opportunities would have at best been delayed by at least one complete school year, and at worst, lost altogether.
- Developing added facility capacity entails significant upfront costs and risks to be incurred that precede actual loan funding by months. Having its statewide benefit charter already in place and pre-authorization for additional sites has allowed HTH to commit necessary resources when financing and/or property opportunities are present. Under traditional, local authorization pathways, it would be irresponsible to make such substantial commitments without first going through a potentially lengthy process to be awarded a new charter for each new school.

HTH continues to look for opportunities that will expand seat capacity while maintaining a responsible financial profile. Having an HTH SBC charter in place that allows for expansion, permits HTH to rapidly transition into an active financing and development mode when an opportunity is present.

### Concluding Comment Regarding Statewide Benefit 3

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

- Finance and develop new school facilities for California communities using a variety of funding mechanisms that would not be as readily available to HTH without the HTH SBC.

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- As an organization HTH has won the "2010 SDG&E Energy Champion Award" for our outstanding energy efficiency efforts organization-wide as well as the "2011 SDG&E Sustainable Communities Champion Award" for the deep integration of sustainable design principles into all of our SBC schools, addressing issues of site selection, water, energy, indoor environmental quality, and operations.
  - High Tech Middle North County was selected in 2016 as a Pilot project school in the California Energy Commission's Net Zero Energy Initiative, only the second school in San Diego County to be selected and is one of fewer than 20 total in the state of California, and to the best of our knowledge, the only charter school facility selected to date.

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

- Develop beautiful school buildings for California students with cost-effective construction.
- Create buildings that are LEED certified and examples of environmental responsibility.
- Meet the terms of public financing programs seeking to serve the same communities that HTH seeks to serve in its own work.

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

### **HTH MEETS TERMS FOR RENEWAL UNDER CALIFORNIA EDUCATION CODE SECTION 47607**

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

According to Education Code Section 47607, “the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Section 47607(a)(3)(A). For this purpose, “all groups of pupils served by the charter school,” means a numerically significant pupil subgroup as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.” Section 47607(a)(3)(B).

For a charter to be renewed, a “charter school shall meet **at least one** of the following criteria:”

1. Attained its Academic Performance Index (“**API**”) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. Section 47607(b)(1)-(4).

Until such time as the law is revised to specifically invite the presentation of multiple measures of school accountability, the fourth criterion noted under Section 47607 opens the field for a review of multiple measures of achievement and growth. Using this wider lens, HTH offers indicators aligning with the state priorities such as: college data, student engagement data (including suspension rates and chronic absenteeism rates), California High School Exit Exam

(“**CAHSEE**”), and California Assessment of Student Performance and Progress (“**CAASPP**”) data among others. A review of these multiple measures demonstrates that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. Section 47607(b)(4).

The remaining three of the criteria enumerated under Section 47607 above are dated and largely irrelevant as the State of California has moved away from using these measures to determine academic achievement.<sup>11</sup> Indeed, the most recent API reports were produced in 2011, 2012, and 2013, leaving a gap of the last three years (2014, 2015 and 2016) for alternative analysis.<sup>12</sup> Despite the lack of current data, in the following section HTH offers existing API data for the first two years of the last charter period.

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

Criterion 4: All 6 HTH SBC schools meet this

Criterion 2: 4 schools meet this - HTHCV, HTHNC, HTMCV and HTMNC

Criterion 1: 2 schools meet this - HTHCV and HTMNC

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

**A. Criterion 4: HTHCV and HTHNC**

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

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

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

<sup>12</sup> Historical API and AYP subgroup data for the HTH SBC schools may be found in Appendix A on pp.85.



these newer benchmarks of performance in addition to demonstrating academic success using other measures noted in its LCAPs.

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

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

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

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

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

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

HTH’s most recent charter set forth HTH’s measurable pupil outcomes and focused on the high school programs, “The HTH Statewide Benefit Charter School intends to graduate its students with SAT/ACT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a college, CSU, UC, or other notable institutions, e.g. the Ivy League.” Other measurable outcomes included:

- A goal that 100% of graduates will secure admission to an institution of higher education. We expect roughly 80% of those graduates to secure admission to a four-year institution.
- Students completing a course of study that meets all requirements for entry into the UC system.

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

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

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

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

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

#### **a. College Matriculation and Persistence Data**

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

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

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

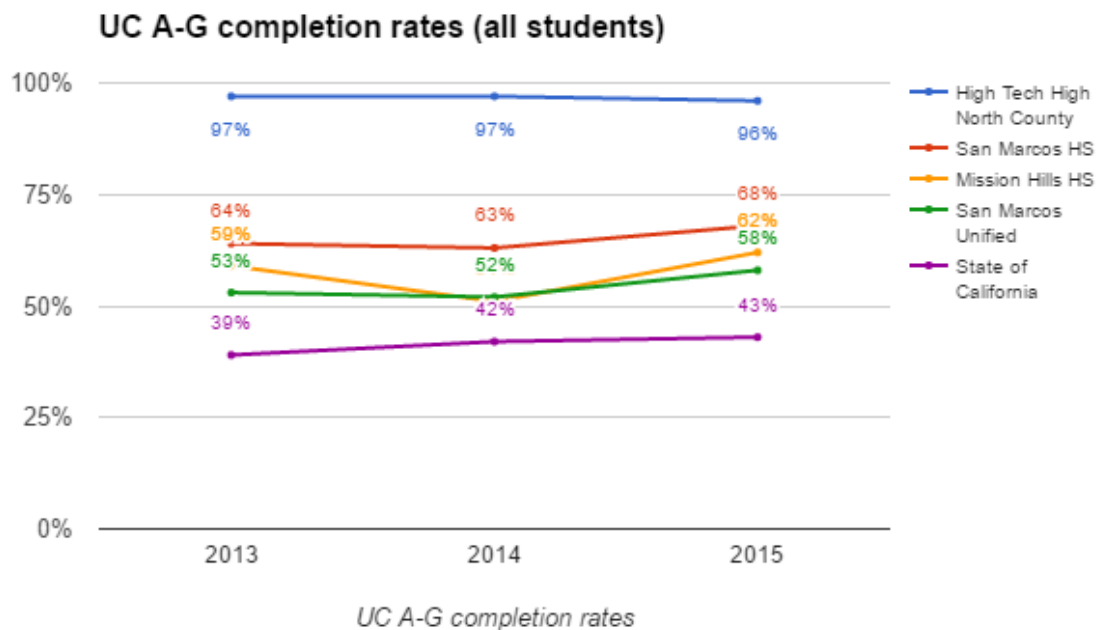
<sup>13</sup> Measurable pupil outcomes are now articulated in reference to high, middle school and elementary school programs. Those outcomes and goals are found in Element 2 (B) – Measurable Outcomes beginning at p.92.

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

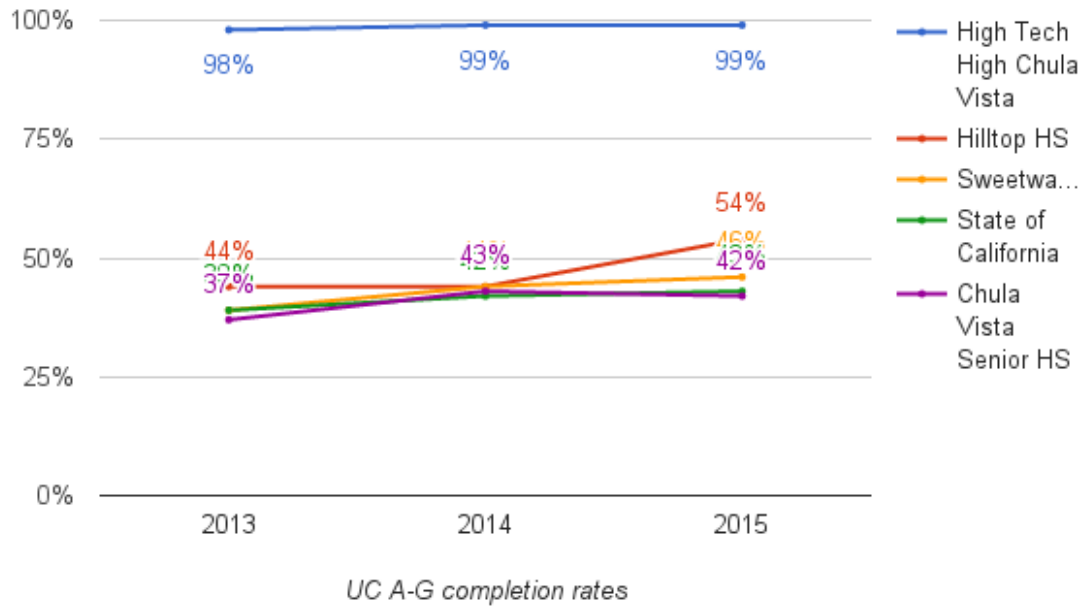
#### b. Meeting UC/CSU A-G Requirements

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

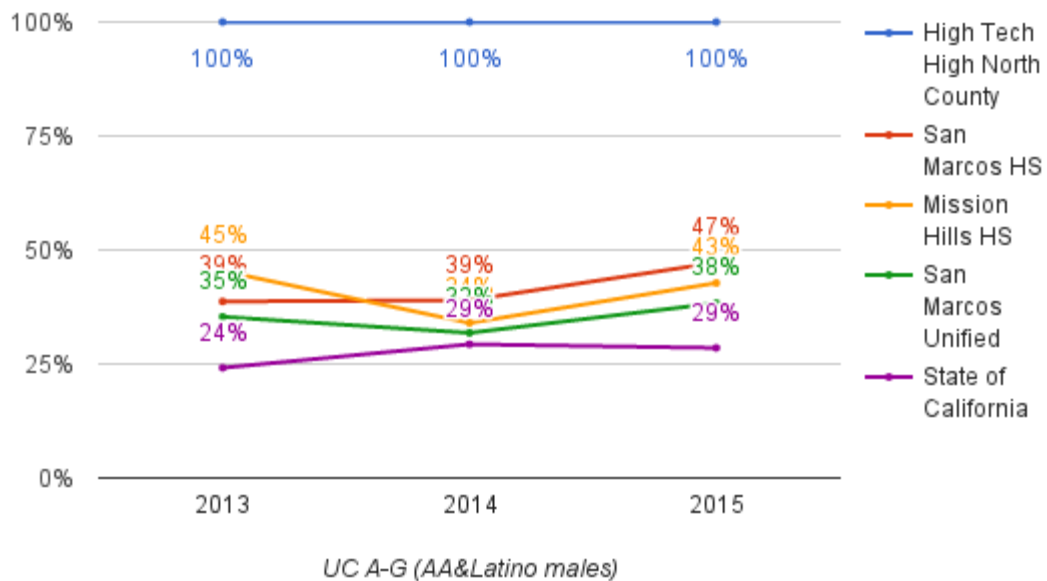
As can be seen in the charts below, HTH SBC schools produce higher A-G completion rates for all students and for African American and Latino males. Thus, HTH SBC schools have demonstrated academic achievement in relation to this metric as well.

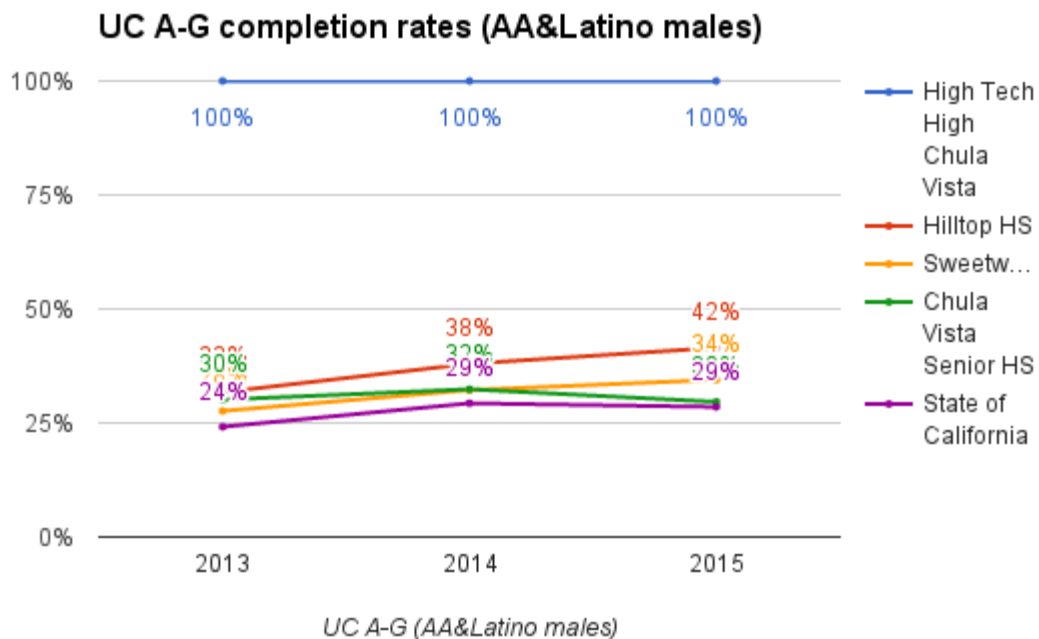


### UC A-G completion rates (all students)



### UC A-G completion rates (AA & Latino males)



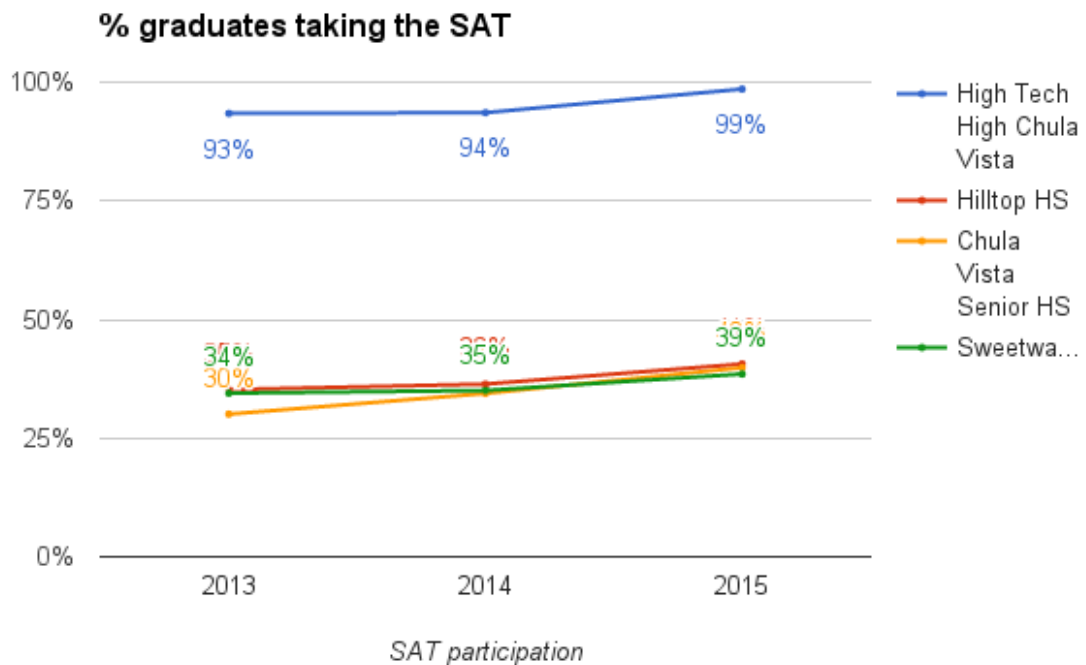
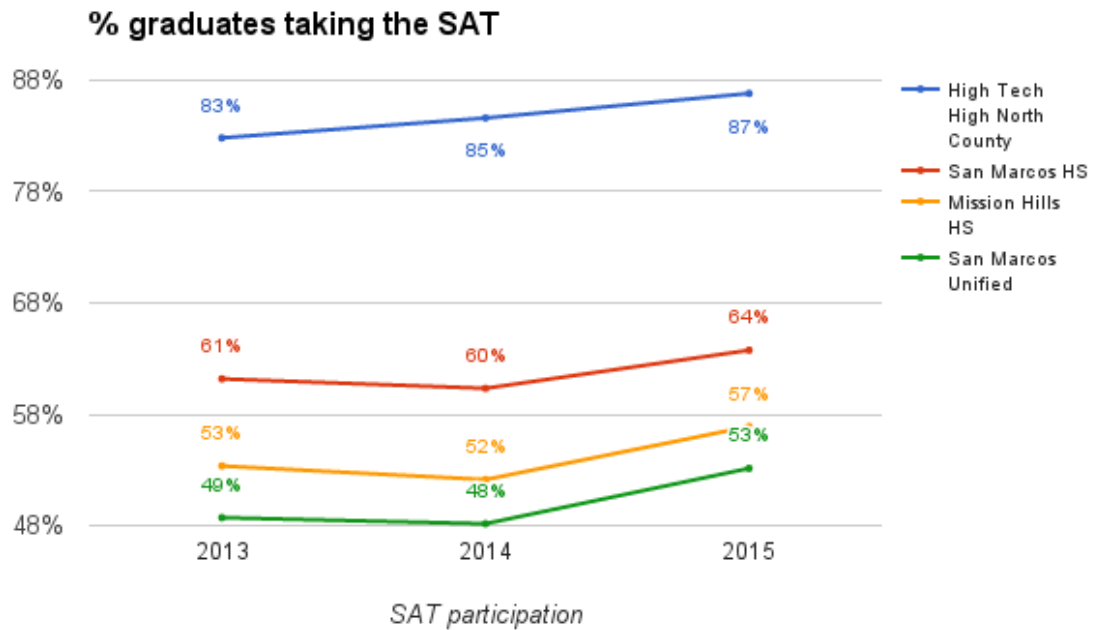


### c. SAT Participation and Performance

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

<sup>14</sup> Klasik D. The college application gauntlet: A systematic analysis of the steps to four-year college enrollment. *Research in Higher Education* 2011;**53**:506–49.

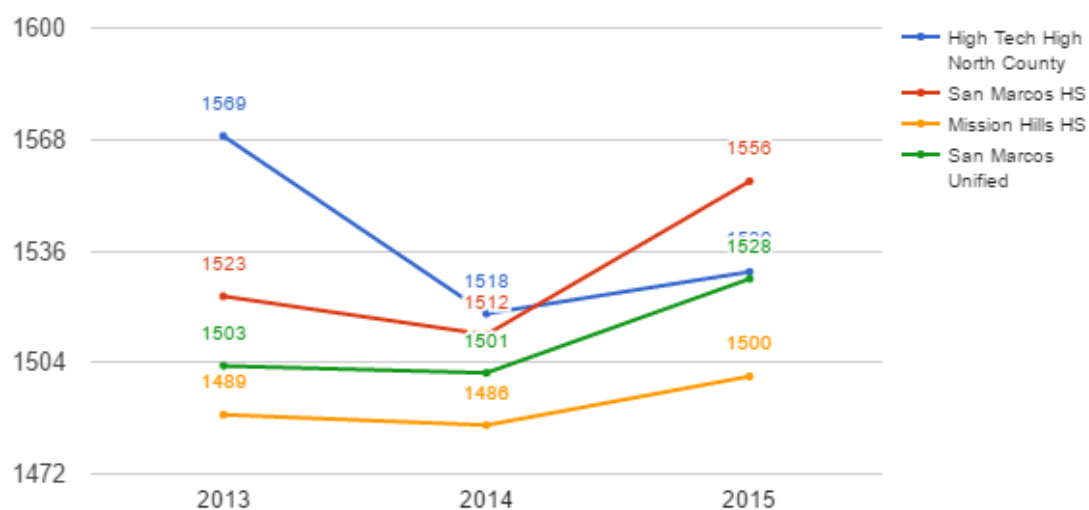
<sup>15</sup> Klasik D. The ACT of enrollment: The college enrollment effects of state-required college entrance exam testing. *Educational Researcher* 2013;**42**:151–60.



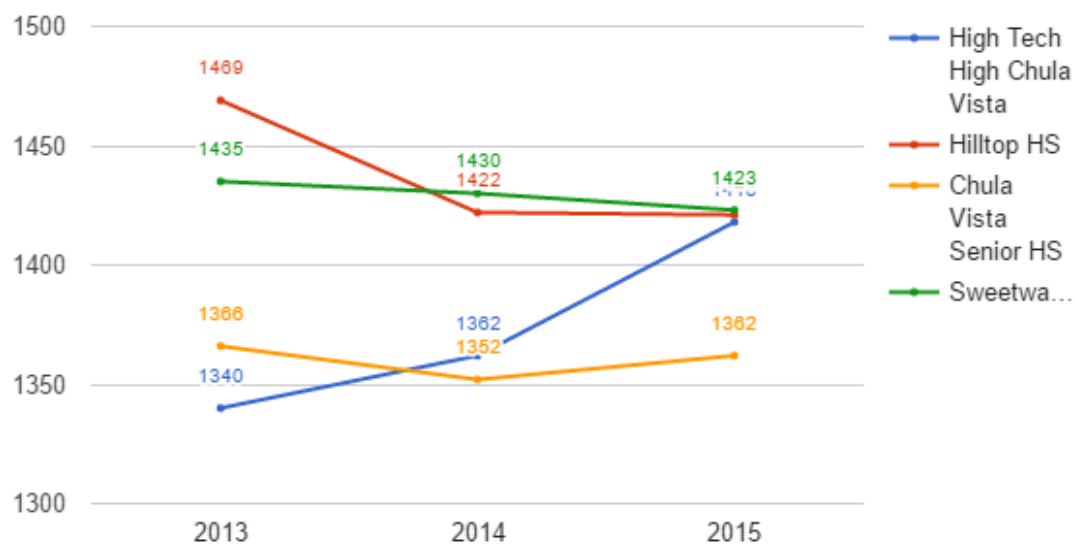
Average SAT scores are presented below. Despite a much higher percentage of students taking the SAT, average scores are comparable to local schools and districts (where typically the strongest students take the SAT).



**Average SAT score**



**Average SAT score**



#### **d. College Attendance**

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

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

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

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

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

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

**Percent of HTH SBC Students Attending College**

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

<sup>16</sup> Cahalan M, Perna L. Indicators of higher education equity in the United States. 2015. [http://www.pellinstitute.org/downloads/publications-Indicators\\_of\\_Higher\\_Education\\_Equity\\_in\\_the\\_US\\_45\\_Year\\_Trend\\_Report.pdf](http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf)

<sup>17</sup> Ibid.

**Percent of HTH SBC Students Attending a Four-Year College**

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

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

**UC and CSU Attendance Rate**

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

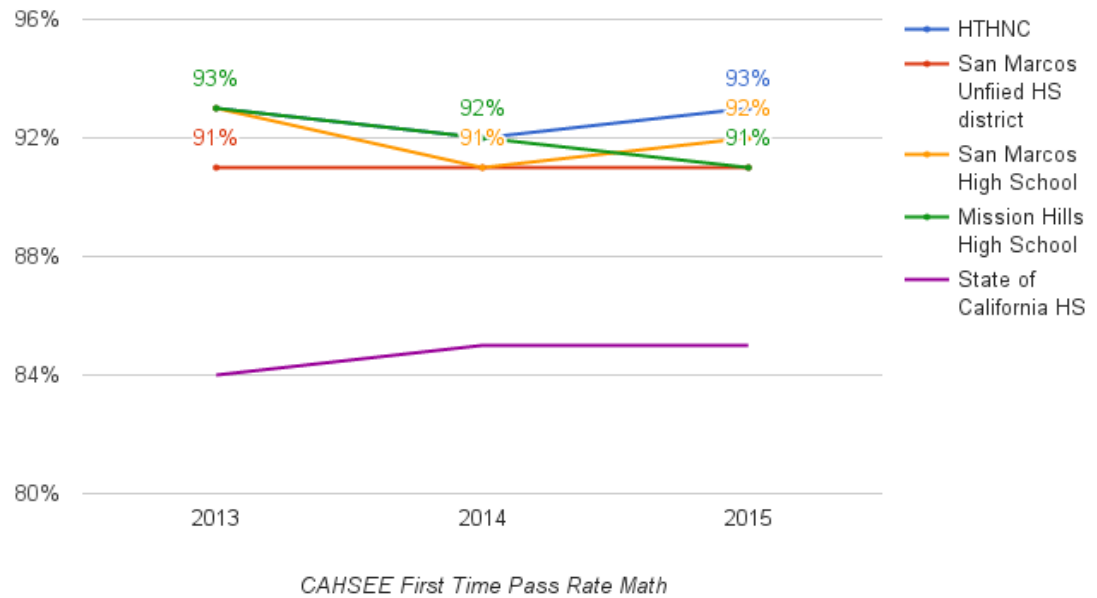
In addition to UC/CSU schools, HTH SBC graduates are attending other selective four-year schools in and out of the state. Other notable universities HTH students have been accepted to include: Stanford University, Yale University, Brown University, Columbia University, Cornell University, Dartmouth College,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

## **2. HTH CAHSEE Performance Data Supports Renewal**

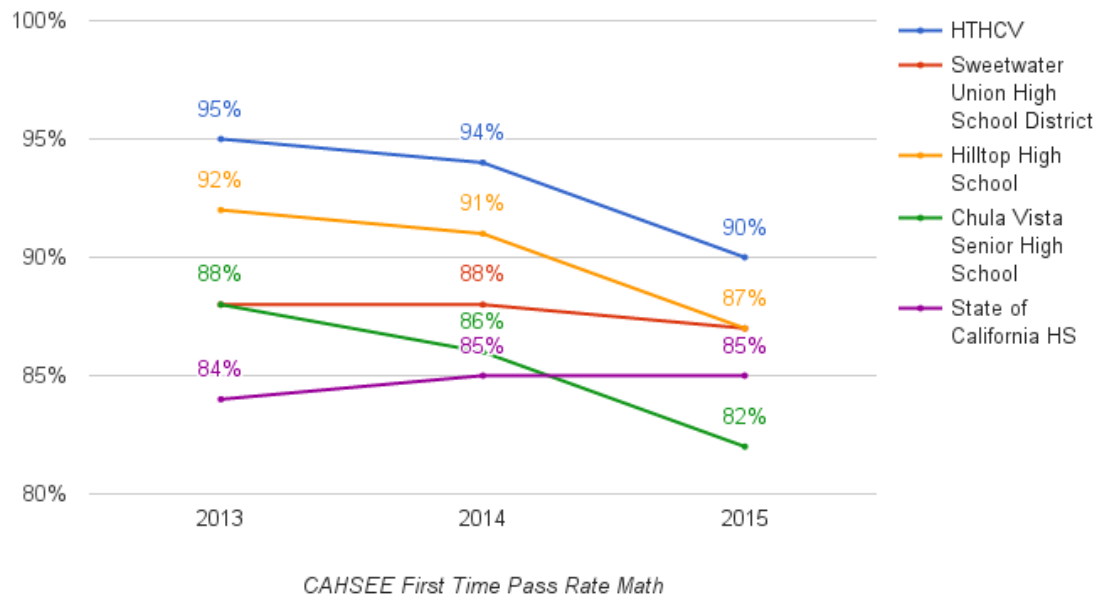
The first time pass-rate on the CAHSEE for HTH SBC students exceeded the pass rate of students in the neighboring schools, districts, and the state.

<sup>18</sup> Latest state data available dates to 2013: [http://collegecampaign.org/wp-content/uploads/2015/05/2015-Access-Denied\\_Full-Report\\_FINAL.pdf](http://collegecampaign.org/wp-content/uploads/2015/05/2015-Access-Denied_Full-Report_FINAL.pdf)

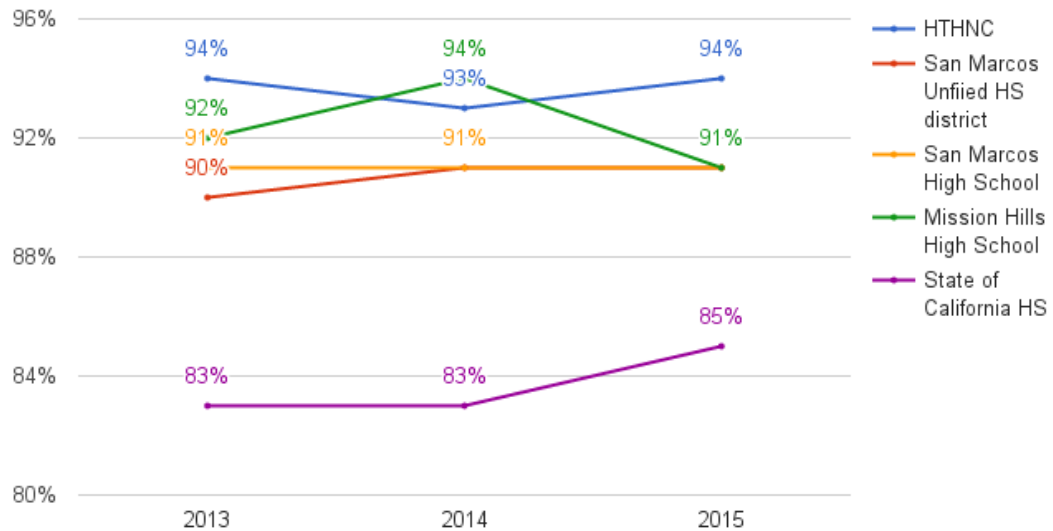
### CAHSEE First Time Pass Rates HTHNC All 10th Graders Math



### CAHSEE First Time Pass Rates HTHCV All 10th Graders Math

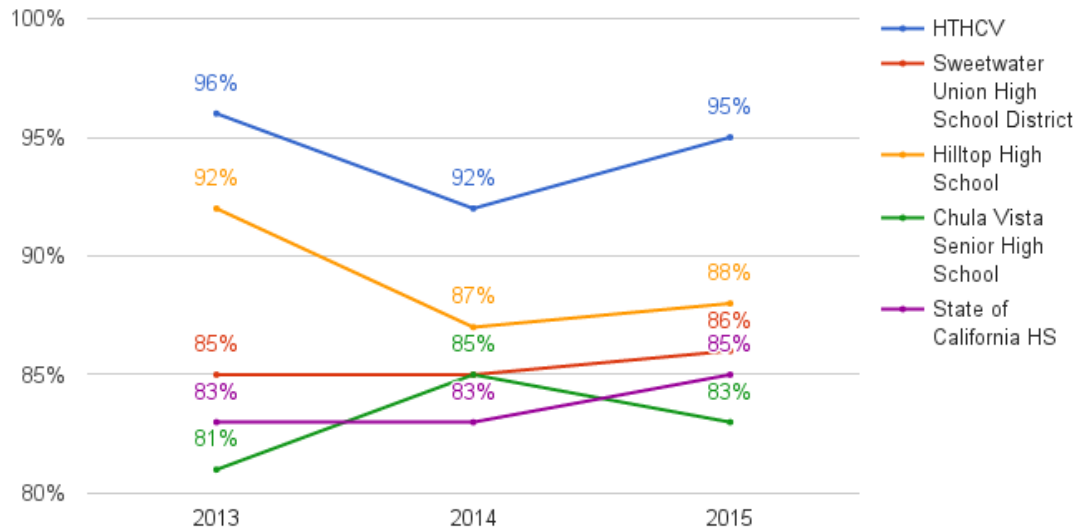


### CAHSEE First Time Pass Rates HTHNC All 10th Graders ELA



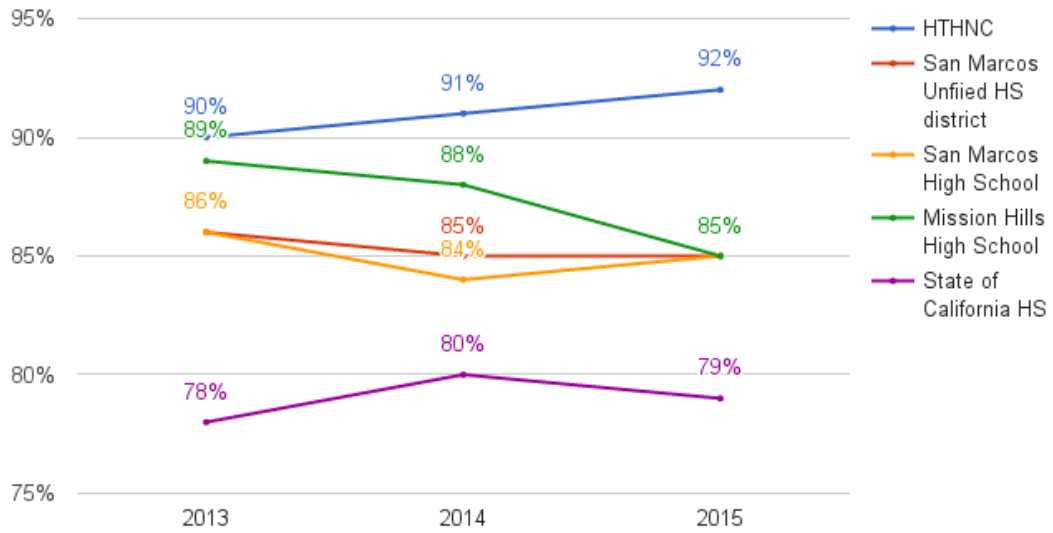
CAHSEE First Time Pass Rates ELA

### CAHSEE First Time Pass Rates HTHCV All 10th Graders ELA



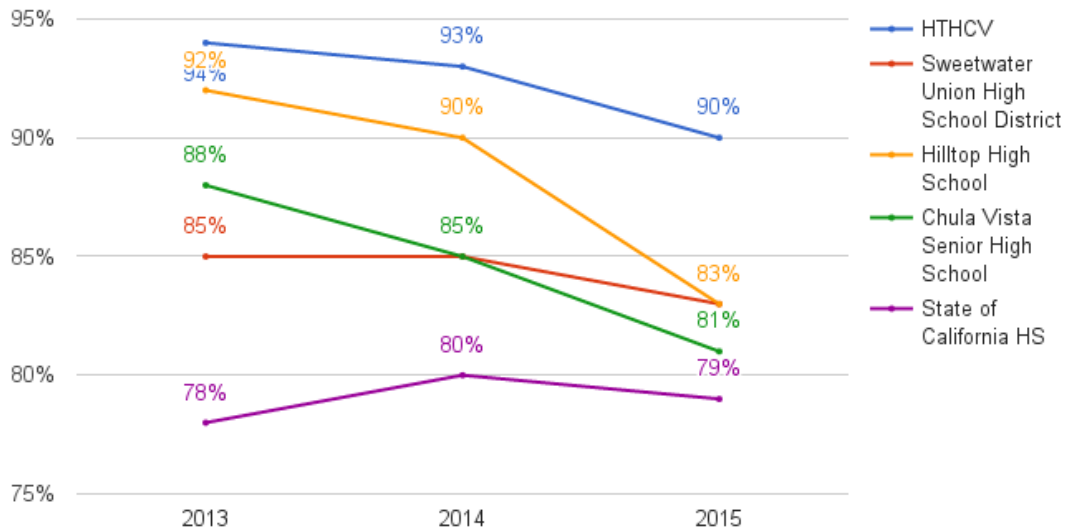
CAHSEE First Time Pass Rates ELA

### CAHSEE First Time Pass Rates HTHNC Math FRL Students



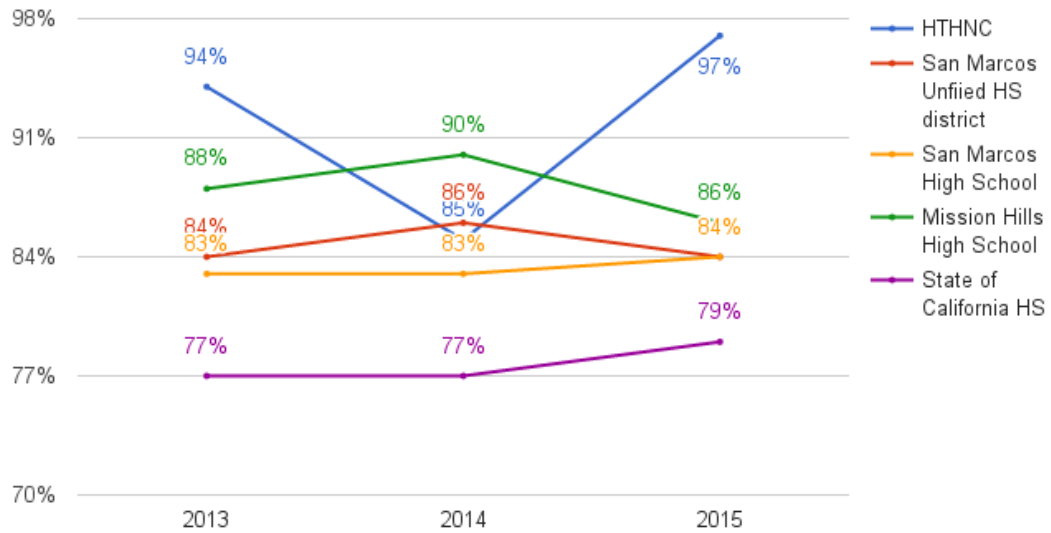
CAHSEE First Time Pass Rates Math FRL Students

### CAHSEE First Time Pass Rates HTHCV Math FRL Students



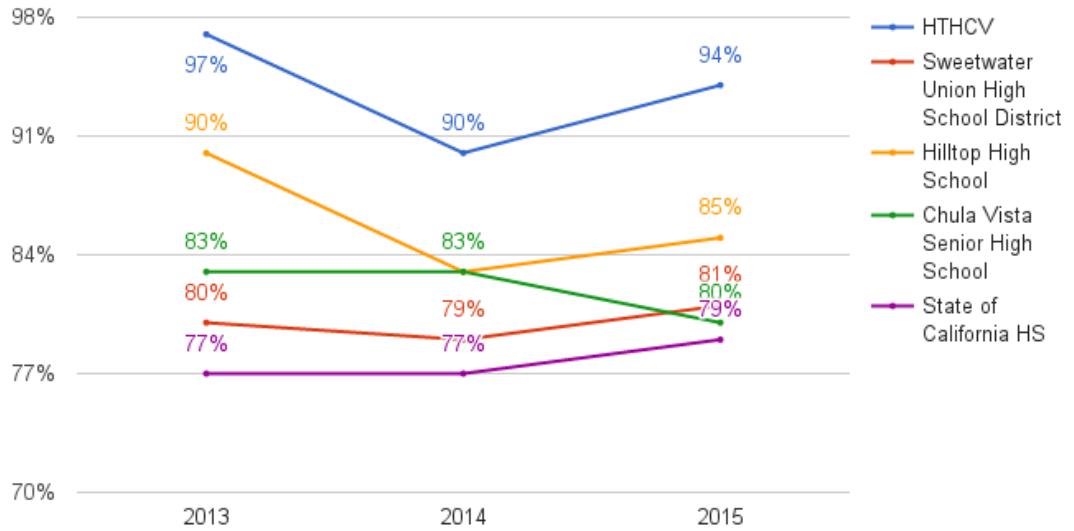
CAHSEE First Time Pass Rates Math FRL Students

### CAHSEE First Time Pass Rates HTHNC ELA FRL Students



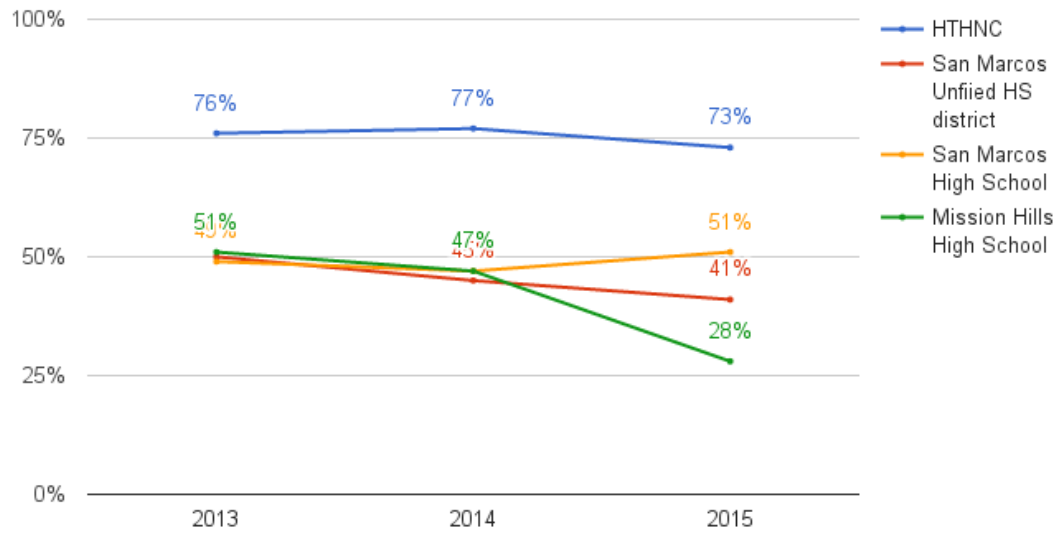
CAHSEE First Time Pass Rates ELA FRL Students

### CAHSEE First Time Pass Rates HTHCV ELA FRL Students



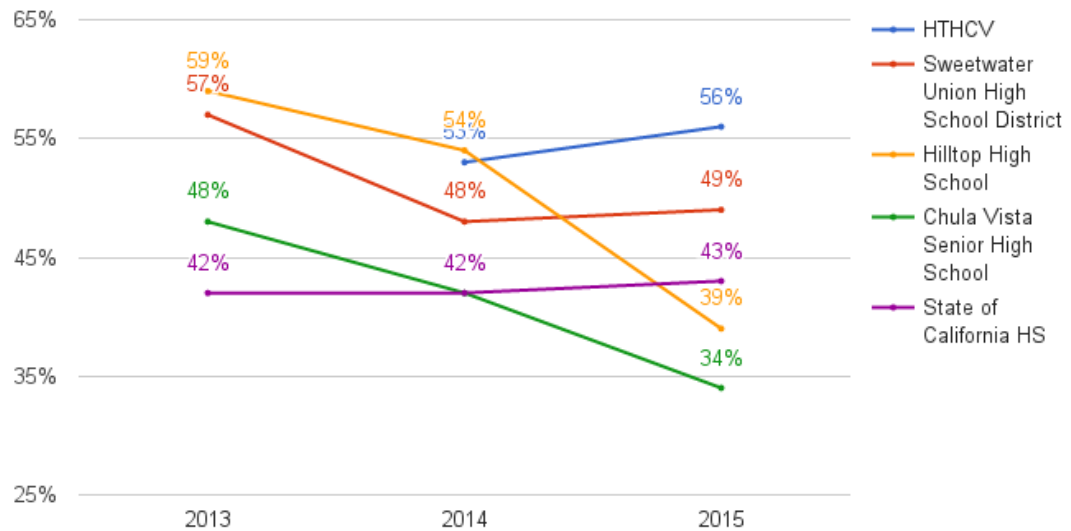
CAHSEE First Time Pass Rates ELA FRL Students

**CAHSEE First Time Pass Rates HTHNC Math SPED Students**



CAHSEE First Time Pass Rates Math SPED Students

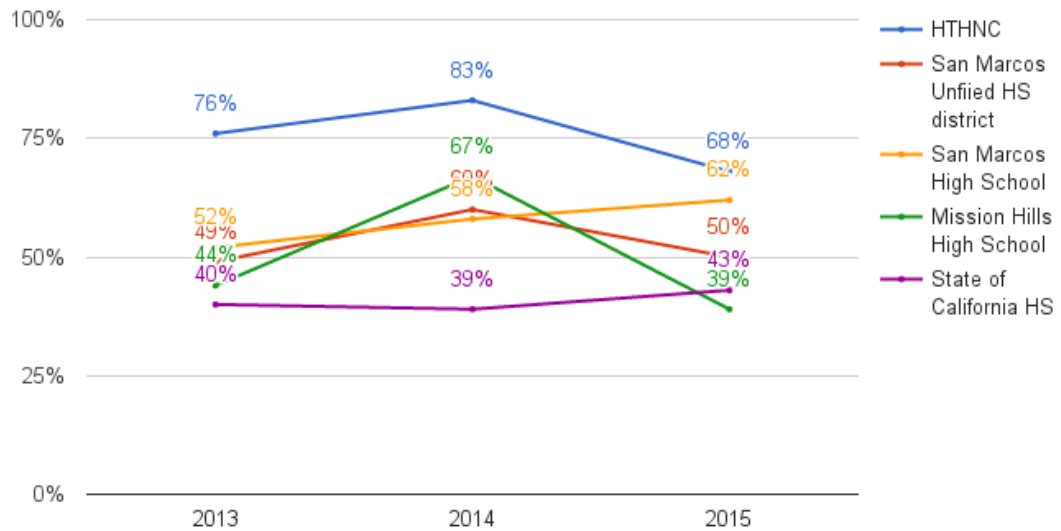
**CAHSEE First Time Pass Rates HTCVC Math SPED Students**



CAHSEE First Time Pass Rates Math SPED Students

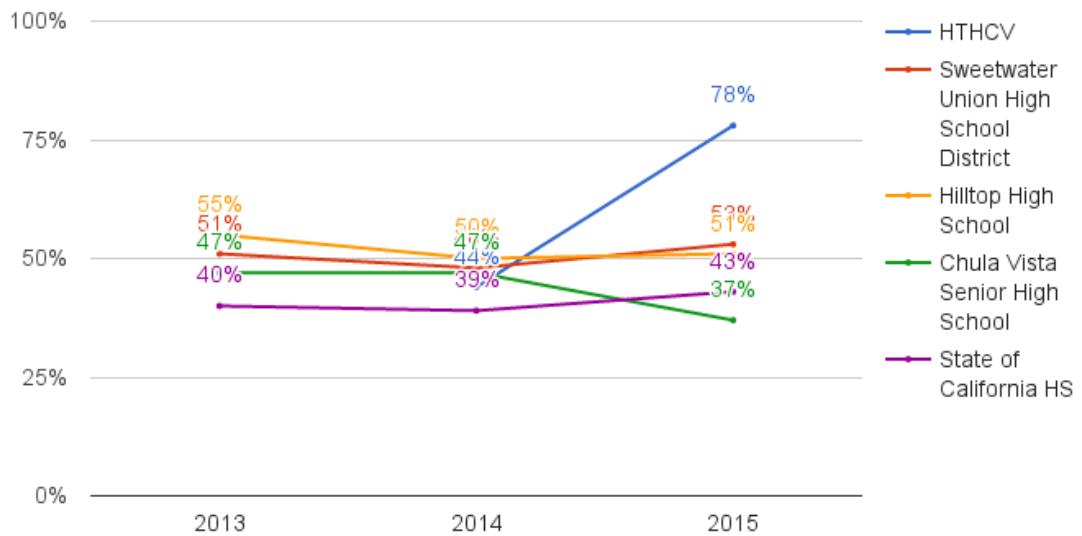


### CAHSEE First Time Pass Rates HTHNC ELA SPED Students

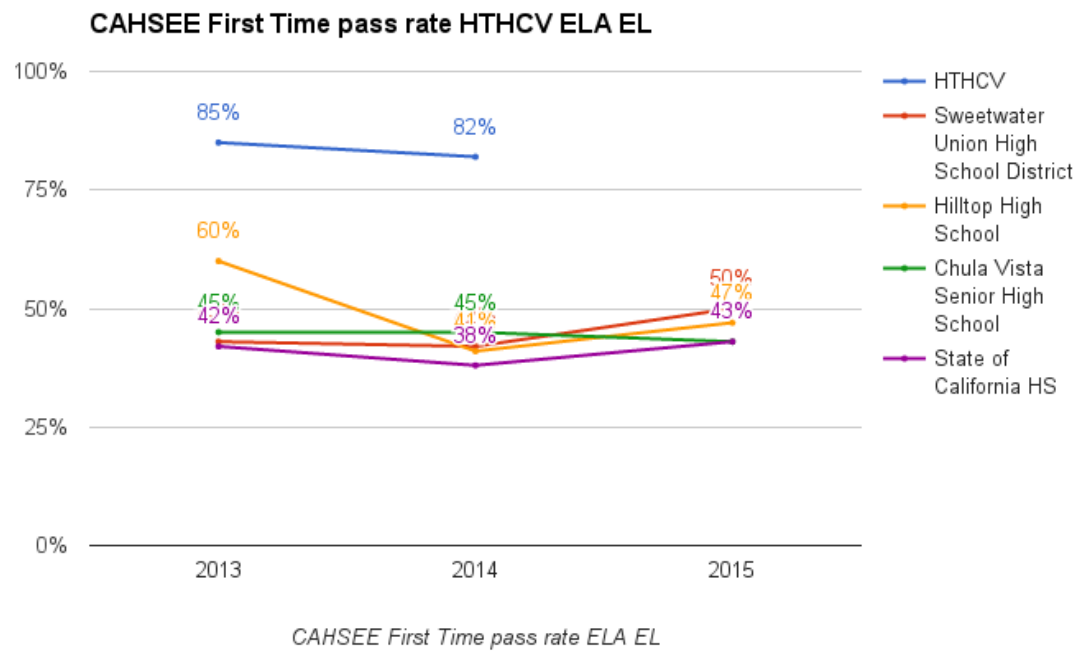
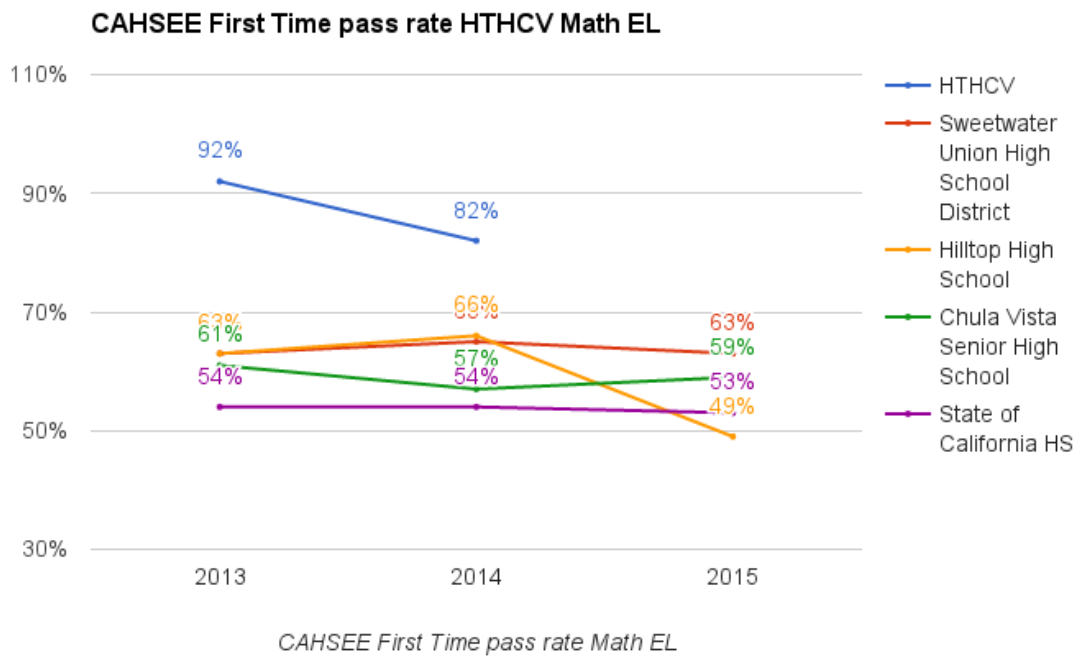


CAHSEE First Time Pass Rates ELA SPED Students

### CAHSEE First Time Pass Rates HTHCV ELA SPED Students



CAHSEE First Time Pass Rates ELA SPED Students



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

### **3. HTH CAASPP Data Supports Renewal**

#### CAASPP Overview

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

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

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

#### *High School CAASPP Data*

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

#### *Middle School CAASPP data*

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

#### *Elementary CAASPP Data*

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

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<sup>19</sup> The Center is the HTH Center for Equity and Innovation, referenced and defined on pp. 4 under the section entitled, Statewide Benefit.

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

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

**3rd grade ELA scores**

<b>years at school</b>	<b>% nearly met, met, or exceeded</b>
<b>1</b>	<b>40%</b>
<b>2</b>	<b>48%</b>
<b>3</b>	<b>58%</b>

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

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

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

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

% nearly met, met, or exceeded

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

% nearly met, met, or exceeded

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

% nearly met, met, or exceeded

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

% nearly met, met, or exceeded

#### 4. HTH LCAP Data Supports Renewal

##### a. Elementary Schools - Assessing Literacy Growth

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



particularly good at moving students towards being on grade level and spreading those practices to other schools.

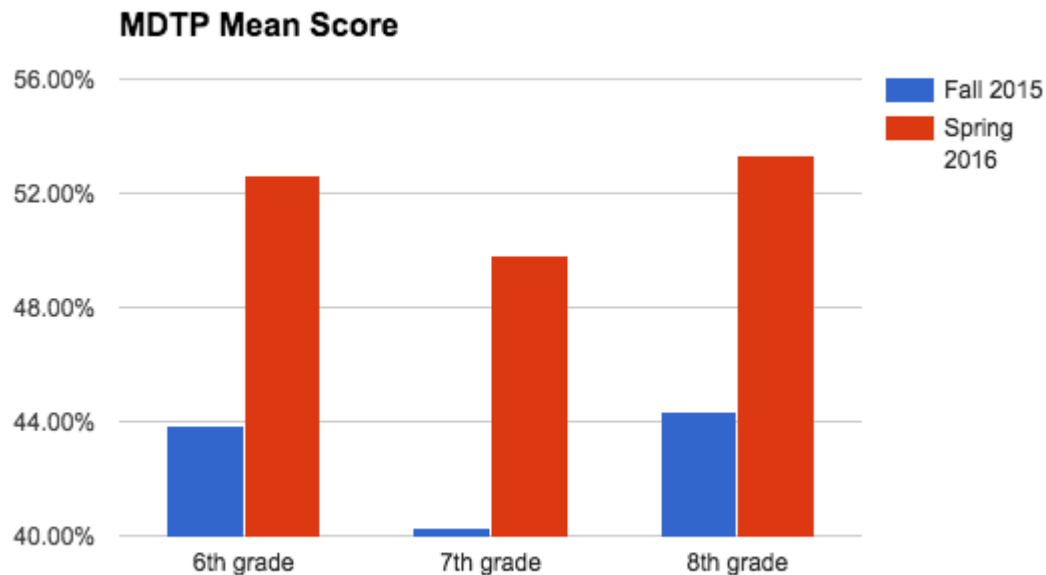
HTeCV Grade	% on grade level	students below grade level who made 1+ year's growth	% students on grade level or making 1+ year's growth
1	31%	26%	57%
2	66%	5%	71%
3	57%	15%	72%
4	41%	21%	63%
5	61%	30%	91%

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

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

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

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



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

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

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

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

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

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

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

#### **2016 YouthTruth Data**

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

#### **d. All Schools - School Climate Data - Chronic Absenteeism**

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

Chronic absenteeism matters to school performance. Frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade<sup>22</sup> and lower likelihood of reading proficiency by the end of third grade.<sup>23</sup> Chronic absenteeism has been

<sup>21</sup> Balfanz R, Byrnes V. The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore, MD: : Johns Hopkins University Center for Social Organization of Schools 2012.

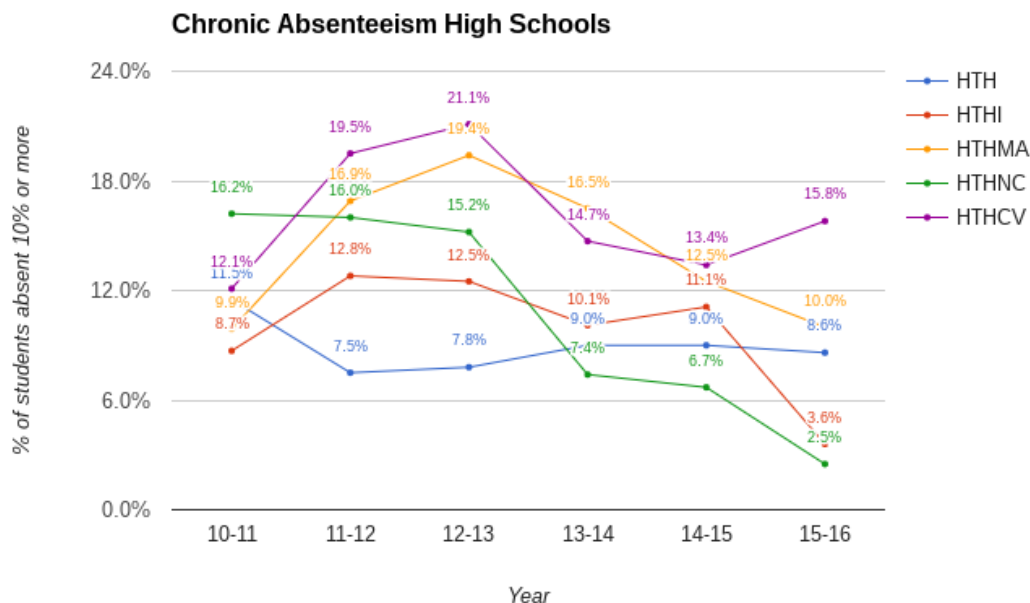
<sup>22</sup> Buehler MH, Tapogna J, Chang HN. Why being in school matters: Chronic absenteeism in Oregon Public Schools. Attendance Works 2012.

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

found to predict lower National Assessment of Educational Progress (“**NAEP**”),<sup>24</sup> scores dropping out of high school, and lower rates of college persistence.<sup>25</sup>

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

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

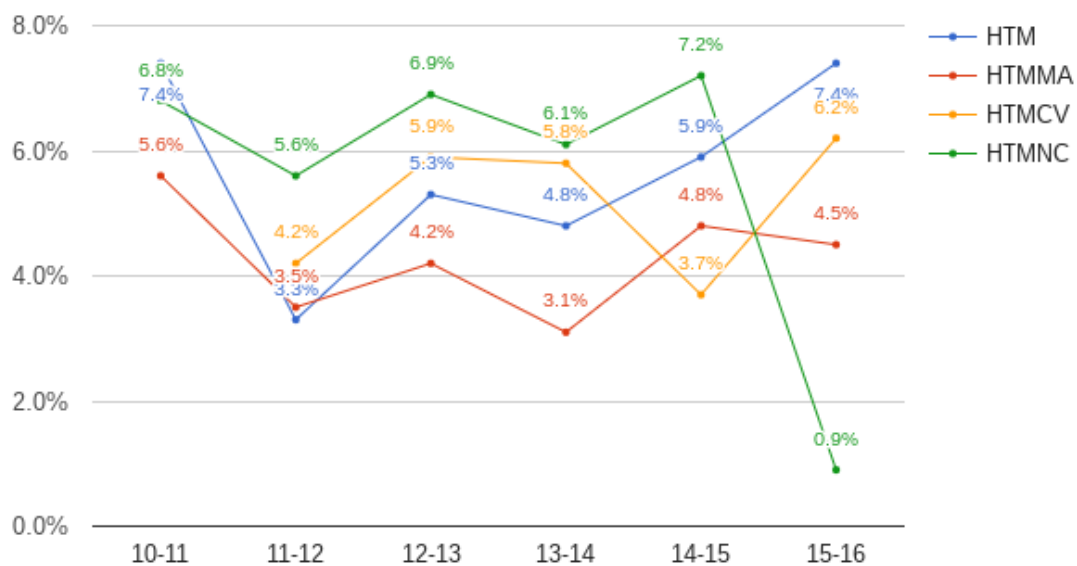


<sup>24</sup> Ginsburg A, Jordan P, Chang H. Absences Add Up: How School Attendance Influences Student Success. *Portland, OR: Attendance Works* 2014.

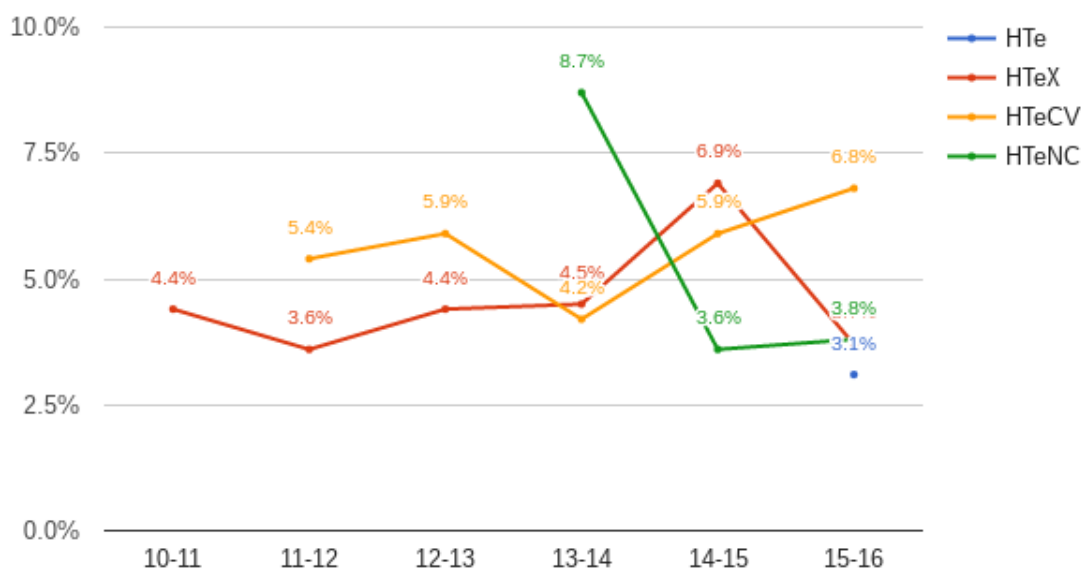
<sup>25</sup> Henderson T, Hill C, Norton K. The connection between missing school and health: A review of chronic absenteeism. *Upstream Public Health* 2014.

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

### Chronic Absenteeism Middle Schools

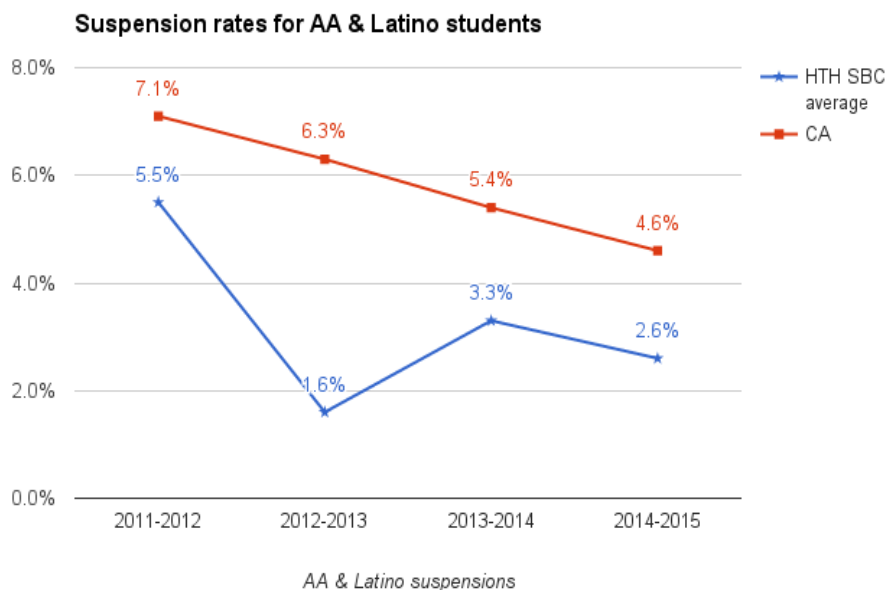
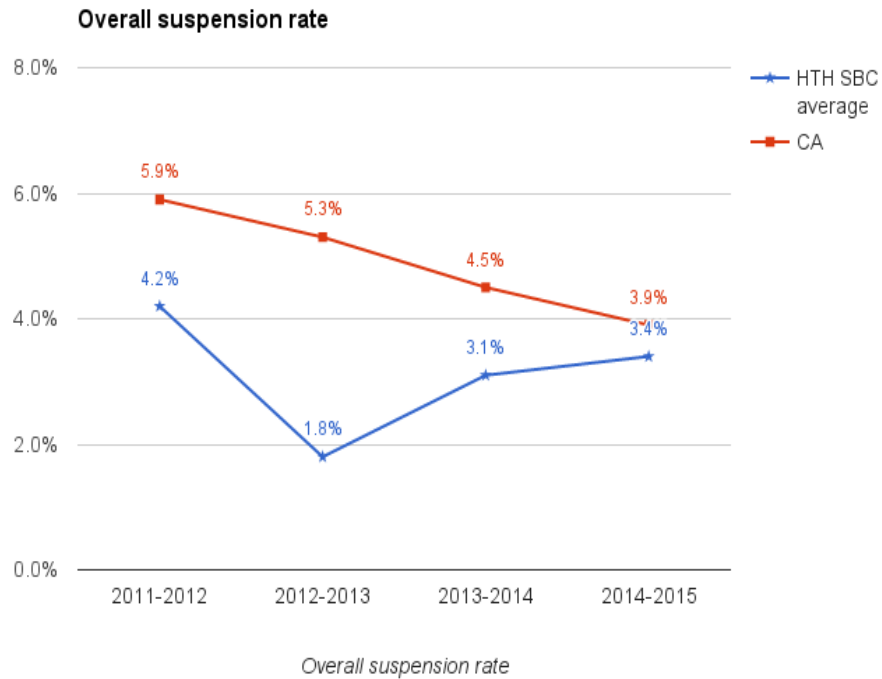


### Chronic Absenteeism Elementary Schools



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

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



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

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

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

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

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

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

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

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

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

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

### **THE FIFTEEN REQUIRED CHARTER ELEMENTS (A-O)**

#### **Element One (A) -- Educational Program**

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

##### **1. Design Principles**

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

##### Equity

High Tech High is an equity project. Teachers work to address inequities and help students reach their full potential. Our schools are intentionally diverse and integrated, enrolling



students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. High Tech High has an acute focus on college entrance and college completion for all students.

### Personalization

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

### Authentic Work

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

### Collaborative Design

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

## **2. Mission and Goals**

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

- To provide all HTH students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.
- To prepare students for postsecondary education and for leadership in a high technology society by integrating technical and academic education in schools.

- To increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.
- To improve public education in California by training and preparing educators to teach in, and lead, innovative public schools.

Teachers at High Tech High create learning experiences designed to foster Deeper Learning competencies<sup>29</sup> in students including:

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

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

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

#### State Standards

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

#### Eight State Priorities

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

#### ***California's Eight State Priorities: HTH's Goals, Actions, and Outcomes<sup>30</sup>***

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

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

<b>STATE PRIORITY 1 -- BASIC SERVICES:</b> : Providing all students with access to credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>1. All HTH teachers will be credentialed or in an intern credentialing program.</li> <li>2. All students including subgroups will have will have access to necessary instructional materials that support rich projects, informed by the Common Core State Standards.</li> <li>3. HTH is committed to maintaining environmentally friendly building practices as exemplified by HTH SBC buildings being LEED certified.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. Credentialing: <ol style="list-style-type: none"> <li>a. HTH will maintain all of the necessary documents for each teacher including verification of a credential, CLAD certifications, and copies of live scans.</li> <li>b. School directors will hire, develop and retain qualified teachers.</li> <li>c. Teachers will have access to ongoing quality professional development. During the 15/16 school year HTH teachers participated in the following PD experiences: Teachers' College reading and writing workshop, Carnegie Foundation SAIC improvement community, College, Career, and Civic readiness NIC, and Project Ascent.</li> </ol> </li> <li>2. Materials: <ol style="list-style-type: none"> <li>a. Each teaching team will have funding to spend on instructional materials to support rich common core aligned projects</li> <li>b. Schools will provide funding for science teachers to purchase instructional materials to support inquiry-based science aligned with NGSS.</li> </ol> </li> <li>3. Continue to perform necessary maintenance and repairs to ensure our buildings continue to be LEED certified</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. Maintain credentialed, quality, appropriately</li> </ol>

	<p>assigned teachers</p> <ol style="list-style-type: none"> <li>Teachers will have access to a budget to purchase instructional materials</li> <li>Facilities will continue to be LEED certified</li> </ol>
<b>STATE PRIORITY 2 -- IMPLEMENTATION OF STATE STANDARDS:</b> Implementation of California's academic standards, including the CCSS in English language arts and math, NGSS, English language development, history social science, among others as applicable.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>All students will have will have access to rich projects, informed by the CCSS. Projects will be CCSS-aligned in ELA and Math across all grades.</li> <li>High Tech High will continue to be involved in a partnership to roll out NGSS.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>Continue to provide teachers with a budget to purchase instructional materials to support CCSS-aligned projects.</li> <li>Continue to support science faculty in the transition to NGSS through our participation in the NGSS early implementers grant.</li> <li>Continue work with the EL team and staff members in an effort to support EL students in accessing the curricular offerings.</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>Students, including all subgroups and all grade levels served, have access to rich CCSS-aligned projects.</li> <li>All students will experience annual reading and math growth as measured by at least one of the following CCSS-aligned measures: Fountas &amp; Pinnell Text Level Ladder of Progress, NWEA MAP assessments, and/or SBAC scores.</li> <li>Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.</li> </ol>
<b>STATE PRIORITY 3 – PARENTAL INVOLVEMENT:</b> Schools will make efforts to seek input from all parents and to seek parental involvement, including efforts to promote parent participation in programs that meet the needs of their students and all students.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>HTH will involve parents as partners in our school community through meetings,</li> </ol>

	<p>educational events, and shared decision-making opportunities as appropriate.</p> <ol style="list-style-type: none"> <li>2. All families will feel welcome, heard, and engaged at school.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. HTH will provide parents with frequent newsletters that include information about projects and upcoming school events.</li> <li>2. Parents will have multiple ways of participating in the school community including drop in office hours, Student Led Conferences, Exhibitions, POLs, tPOLs, and formal meetings. These formal meetings include LCAP, Title 1, and ELAC meetings, among others.</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. Continuous improvement on the family attendance rate at either an Exhibition or Student Led Conference.</li> <li>2. Well attended formal meetings seeking parent input (e.g., meetings regarding LCAP, Title I, ELAC, etc.)</li> </ol>
<p><b>STATE PRIORITY 4 -- STUDENT ACHIEVEMENT:</b> Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness including:</p> <ol style="list-style-type: none"> <li>A. CA Assessment of Student Performance and Progress (CAASPP)</li> <li>B. The Academic Performance Index (API) (as available)</li> <li>C. Percentage of students who are college and career ready</li> <li>D. Percentage of EL students who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</li> <li>E. EL reclassification rate</li> <li>F. Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.</li> </ol>	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>1. HTH students will meet or exceed the performance of students from comparable schools in relation to: <ol style="list-style-type: none"> <li>a. CA Assessment of Student Performance and Progress (CAASPP)</li> <li>b. The Academic Performance Index (API) (as available)</li> <li>c. Percentage of students who meet the A-G requirements</li> <li>d. Percentage of EL students who make</li> </ol> </li> </ol>

	<p>progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</p> <ul style="list-style-type: none"> <li>e. EL reclassification rate</li> <li>f. Percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.</li> </ul>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. HTH will provide an enriching project based curriculum that factors in CCSS at all grade levels k-12, and NGSS as appropriate.</li> <li>2. HTH directors and teachers will engage in improvement science projects to address the following areas of students achievement across the organization: literacy, mathematical agency, college access, college persistence, rate of various subgroups completing honors courses, rate of various subgroups receiving D/F's.</li> <li>3. HTH will continue to enroll all high school students in A-G approved course work.</li> <li>4. HTH students will prepare for and take the SAT /ACT.</li> <li>5. HTH college counseling and faculty will continue to support students in the work of preparing applications to college.</li> <li>6. HTH will work on an improvement project designed to increase the number of families completing the FAFSA.</li> <li>7. HTH will support EL students toward English language proficiency by continuing to coordinate efforts among the EL Team, and providing relevant professional development opportunities.</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. Increase in the rate of HTH k-5 students either meeting or exceeding ELA and</li> </ol>

	<p>Math standards on CAASP in comparison to the 16/17 test across our elementary schools</p> <ol style="list-style-type: none"> <li>Internal multiple measures of student achievement in areas of literacy, mathematical agency, college access, college persistence, rate of various subgroups completing honors courses, rate of various subgroups receiving D/F's will be tracked in the context of improvement science work.</li> <li>Meet or exceed the percentage of HTH high school students who complete A-G coursework</li> <li>Meet or exceed the percentage of HTH high school students who complete the SAT /ACT</li> <li>An increase in the rate of HTH senior student families will complete the FAFSA</li> <li>An increase in the rate of HTH students who attend college</li> <li>An increase of HTH students who demonstrate college preparedness pursuant to the Early Assessment Program</li> </ol>
<b>STATE PRIORITY 5 – STUDENT ENGAGEMENT:</b> Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>HTH will strive to improve school attendance at its k-12 schools.</li> <li>HTH will strive to reduce chronic absenteeism rates at its k-12 schools.</li> <li>HTH will maintain or improve its high school graduation rate.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>HTH will continue improvement projects aimed at further reducing the rate of chronic absenteeism</li> <li>All HTH students will have access to teachers during office hours. In addition, students will have access to clubs, sports, and other activities before, during, and after the school day.</li> </ol>

	<ol style="list-style-type: none"> <li>3. All students and their parents/guardians will have access to our Student Information System Power School to access their attendance records and academic progress.</li> <li>4. HTH will continue its improvement science projects aimed at increasing the number of high school graduates who apply to, are admitted to and matriculate to college/university.</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. Reduce the rate of chronic absenteeism organization wide</li> <li>2. Increase attendance rate</li> <li>3. HTH teachers will continue to maintain quality supportive relationships with students as measured by the Youth Truth survey. HTH will remain above the 85th percentile in a summary measure describing the quality of teacher support and personal attention.</li> </ol>
<b>STATE PRIORITY 6 – SCHOOL CLIMATE:</b> Highlighting school climate through a variety of factors that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>1. Maintain or reduce the rate of pupil suspensions.</li> <li>2. Maintain or reduce the rate of pupil expulsions.</li> <li>3. Create learning communities where students, parents and staff members believe they are valued, respected, safe and connected as measured by internal surveys such as Youth Truth.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. Continue to develop supportive relationships with all students in classrooms, advisories, and in the school community at large.</li> <li>2. Continue to use restorative justice practices, among others, in the course of student discipline.</li> <li>3. Offer the Youth Truth survey and other internal surveys to gauge school community climate.</li> </ol>



<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. Maintain HTH SBC suspension rates at/or below current rates</li> <li>2. Maintain HTH SBC expulsion rates at or below current rates</li> <li>3. Youth Truth and other surveys demonstrate student engagement, belongingness, and satisfaction.</li> </ol>
<b>STATE PRIORITY 7 – COURSE ACCESS:</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRL, or foster youth), and students with exceptional needs.	
<b>ANNUAL GOALS:</b>	<ol style="list-style-type: none"> <li>1. All students will be engaged in project based deeper learning experiences that relate to CCSS and, to the extent appropriate, NGSS.</li> <li>2. HTH will continue to enroll all high school students in A-G approved course work.</li> <li>3. HTH teachers will continue to create and direct diverse, innovative curricula to pursue rigorous, in-depth learning, with personalized, and project-based learning practices.</li> <li>4. HTH staff and faculty will support HTH's inclusion model of practice.</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. Continue to provide teachers with professional development opportunities and budgets to purchase instructional materials that promote deeper learning experiences for students.</li> <li>2. Continue to provide formal and informal professional development opportunities for staff members to develop practices in relation to serving general education students, students with exceptional needs, EL students, and others.</li> </ol>
<b>MEASURABLE OUTCOMES:</b>	<ol style="list-style-type: none"> <li>1. The number of professional development opportunities designed to improve teaching practices.</li> <li>2. The number of professional development opportunities designed to address improvement in the area of service to unduplicated groups.</li> <li>3. Meet or exceed the current percentage of HTH high school students who complete A-G</li> </ol>

	coursework.
<b>STATE PRIORITY 8 –OTHER PUPIL OUTCOMES:</b> Measuring other important indicia of student achievement. The arts and college admissions may be considered in addressing this priority.	
<b>ANNUAL GOALS:</b>	<p>HTH high schools will:</p> <ol style="list-style-type: none"> <li>1. Increase the percentage of high school students who meet the A-G requirements</li> <li>2. Increase the percentage of high school students who take the SAT or ACT</li> <li>3. Increase the percentage of students who apply to college</li> <li>4. Increase the number of senior student families who complete the FAFSA</li> </ol>
<b>ACTIONS:</b>	<ol style="list-style-type: none"> <li>1. HTH will continue to enroll all high school students in A-G approved course work.</li> <li>2. HTH students will prepare for and take either the SAT or ACT.</li> <li>3. HTH college counseling and faculty will continue to support students in the work of preparing applications to college.</li> <li>4. HTH will work on an improvement project designed to increase the number of families completing the FAFSA.</li> </ol>

### Three Integrations

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

#### *Integrating Students*

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

### *Integrating School and Community*

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

### *Integrating Hands and Minds*

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

### Project-Based Learning

High Tech High’s guiding pedagogy, which binds the three integrations, is Project-Based Learning. Project-Based Learning can be defined as<sup>31</sup>:

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

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

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<sup>31</sup> Definition from Autodesk Foundation. See <http://www.k12reform.org/foundation/pbl/pbl.htm>.

### Common Core State Standards

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

#### **4. Structures that Support Educational Excellence**

HTH works diligently to provide exemplars of outstanding project-based instruction to its teachers so that all teachers may achieve base mastery in HTH teaching practices. Project designs are documented and shared on teachers' digital portfolios, and project work is curated publicly in our facilities to make products and process transparent.

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

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

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

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

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

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

##### Elementary School Sites

HTH opened its first elementary school site, HTECV, in September of 2011, adjacent to HTMCV and HTHCV. In September 2013 HTH opened its second elementary school site, HTENC, adjacent to HTMNC and HTHNC. The elementary school sites operated under the HTH SBC were patterned after the successful practices developed at Explorer Elementary, which officially

joined the HTH family of schools in July of 2005 and is now known as High Tech Elementary Explorer (“**HTEX**”).

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

### *Coursework at HTH Elementary Schools*

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

This learning is made visible during culminating exhibitions, where students present their work to an authentic audience, often outside the school walls. The theory employed at the elementary school sites is largely drawn from the works of Howard Gardner, Jean Piaget, John Dewey and Alfie Kohn. Among other priorities, these researchers stress the belief that education is a shared responsibility of the school, parents, community and the individual student.

Consistent with the design principle of Personalization, K-5 sites maintain small class sizes, with all K-3 classrooms meeting class-size reduction requirements and grades 4 and 5 maintaining class sizes of 26 or fewer. Small class sizes allow each teacher to support a student’s unique personality, interests and needs. The educational program emphasizes enabling students to become self-motivated, lifelong learners. The schools see parents as partners and provide them with rich opportunities for involvement in their children’s education. For example, there is a Family Collaborative group and a multitude of volunteer possibilities in the schools. Students at the elementary school sites are provided a strong foundation of skills, which will prepare them for success in HTH middle schools, or any other academically rigorous middle school. Those skills and competencies include:

### *Academic Skills*

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

- Technology Skills

#### Deeper Learning Competencies

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

#### Personal Qualities

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

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

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

The faculty supports all students in developing integrity, confidence, self-efficacy, empathy, curiosity and reflection. The elementary schools are rooted in a belief that all students have the ability to work together to produce meaningful, purposeful high-quality work. The elementary schools maintain a child-centered, project-based curriculum in which there is a balance among children's abilities and interests, learning styles and Common Core standards. Curriculum development is collaborative and ongoing. The program focuses on developmentally appropriate curriculum. Developmental appropriateness refers to research that speaks to the predictable and universal sequences of growth and change that occur in children, and to each child's developing abilities that emerge at different ages. A major premise of developmentally appropriate practice is that each child is unique and has an individual pattern and timing of growth, as well as an individual personality, learning style and family background. The statewide sites provide a learning environment that is responsive to this research.

#### *Cross-Walking Projects to Standards*

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

#### **Examples of Projects Mapped to Standards**

<b>PROJECT TITLE &amp; GRADE/SUBJECT</b>	<b>PROJECT DESCRIPTION &amp; ESSENTIAL QUESTIONS</b>	<b>STANDARDS ADDRESSED</b>
<b>Tidepool Treasures</b> Kindergarten, First Grade and Science	This 12-week project engaged Kindergarten and first grade students in learning about the natural phenomena of tides and the tidepool habitat. Students became experts through authentic field experiences, discussions with professionals, practicing purposeful scientific inquiry, and participating in the critique and revision process. Throughout this project, students developed essential reading, writing, math, and collaborative skills to communicate their learning, and share with others. Kindergarten students studied the tidepool habitat and the relationships between the living and nonliving features in our	<b><i>Kindergarten Common Core State Standards:</i></b> CCSS.ELA-LITERACY.CCK.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>local tidepools. Students focused on the the essential question: What do animals need to survive? In addition, their driving question: How can we, as animal experts, teach others how to protect the animals that live in the tidepool habitat? Kindergarteners made the following products to demonstrate their learning:</p> <ul style="list-style-type: none"> <li>- Nonfiction All About books (individual)</li> <li>- Painted Paper Art (Individual)</li> <li>- Nonfiction "Creature Feature" Book (collaborative)</li> </ul> <p>First graders studied the natural phenomena responsible for creating the tidepools. By exploring the relationships and patterns between the Earth, Sun, Moon, and our Ocean, students reflected on the driving question: How can we, as first grade scientists, create a product that helps others understand tides and tidepools? First graders made Teach and Learn Interactive Mats to help others:</p> <ul style="list-style-type: none"> <li>- Understand the moon</li> <li>- Understand the tides</li> <li>- Understand patterns (Earth, Moon, Sun/calendar)</li> <li>- Understand the tidepool habitat and animals</li> <li>- Understand how to go tidepooling</li> </ul>	<p>sounds of the letters that differ. CCSS.ELA-LITERACY.K.RI.2. With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.K.RF.4. Read emergent-reader texts with purpose and understanding CCSS.ELA-LITERACY.K.RI.10. Actively engage in group reading activities with purpose and understanding. CCSS.ELA-LITERACY.K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-LITERACY.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-LITERACY.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.MATH.CONTENT.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>



PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>CCSS.MATH.CONTENT.K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p><b><i>Kindergarten Next Generation Science Standards:</i></b>  K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface (including tidepools).  K-LS-1 Use observations to describe patterns of what plants and animals need to survive.  K-ESS3-1 Use a model to represent the relationship between the needs of animals and the place they live.  K-ESS3-3 Communicate solutions that will reduce the impact of humans on land, water, and other living things in the local environment.</p> <p><input type="checkbox"/> <b>Science and Engineering Practices:</b></p> <ul style="list-style-type: none"> <li>– Plan and carry out small investigations.</li> <li>– Analyze and interpret data.</li> <li>– Obtain, evaluate, and communicate information.</li> <li>– Students communicate with others in oral and written forms using models and drawings that provide detail about scientific ideas.</li> </ul> <p><b><i>First Grade Common Core State Standards:</i></b></p>

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		<p>CCSS.ELA-LITERACY.1.RI.1. Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.1.RI.2. Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-LITERACY.1.RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>CCSS.ELA-LITERACY.1.RI.8. Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-LITERACY.1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.1.W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>CCSS.MATH.CONTENT.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>CCSS.MATH.CONTENT.1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>another.</p> <p><b><i>First Grade Next Generation Science Standards:</i></b></p> <p>1-ESS1.A Observe, describe, and predict the patterns of the motion of the moon</p> <p>1-ESS-1 Analyze and interpret data by using observations to describe patterns in the natural world in order to answer scientific questions</p> <p>1-LS1-1 Make observations to collect data that can be used to make comparisons</p> <p>1-LS1.A All organisms have external parts and use the parts in different to see, hear, grasp objects, protect themselves, move from place to place and seek, find and take in food water and air.</p> <p><b><i>Deeper Learning Competencies</i></b></p> <p>1. Master core academic content: Students will develop and draw from a baseline understanding of knowledge of academic discipline (patterns and survival of organisms) and will transfer that knowledge to other situations (tides and tidepool habitat).</p> <p>2. Think critically and solve complex problems: Students will develop creative tools (books and learning kits) to help others navigate the tidepools safely and with purpose.</p> <p>3. Work collaboratively: Students will cooperate to identify and create solutions to academic and social needs (helping others to</p>

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		<p>explore tidepools responsibly).</p> <p>4. Communicate effectively: Students clearly organize their data, findings, and thoughts (student portfolios).</p> <p>5. Learn how to learn: Students monitor and direct their own learning (through written and oral reflections).</p> <p>6. Develop academic mindsets: Students develop positive attitudes and beliefs about themselves as learners (through shared field experiences and peer critique to encourage high quality work for each other) that increase their academic perseverance and prompt them to engage in productive academic behaviors.</p>
<p><b>Big World, Little Library</b> Second Grade, Integrated Literacy and Engineering Project</p>	<p>During this project, students used a variety of resources to research ways children around the world and locally access books, as well as the way access to books can affect a community. Second graders then researched community locations where access to books are limited, and paired with a preschool in these areas to help create a book sharing program on their campus. Students learned from architects and went through the blueprint and critique process to create and build a small free standing structure to serve as the Free Library. Students looked at</p>	<p><b><i>Common Core State Standards:</i></b> CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters,</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>what makes an effective library, and used data collected on the book preferences of children at the preschool to paint and fill the libraries. Second graders also studied different types of literature and explored illustration techniques as they worked in groups to write high quality and engaging books to include in the library. Students raised money for the materials required by designing and selling shirts that promoted literacy. This was a 19 week project broken into two distinct segments to better narrow the focus of the various elements of the project.</p> <p>Students will understand the affect access to books has on literacy, and why literacy is important. They will understand different ways to access books around the world and in our community. They will identify a “book desert” in our community and work to bring access to books to that area. Students will learn from experts how to use the draft and critique process to make blueprints and use them to build. Students will also go through the writing process to publish a book.</p>	<p>setting, or plot. CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. CCSS.MATH.CONTENT.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>with a symbol for the unknown number to represent the problem.</p> <p>CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p><b>Choose Your Own Adventure</b> Fourth grade, Art</p>	<p>4th grade is the year when students across the United States study their state's history. This provides an opportunity for students to learn about people in their family in the past who took risks to shape their futures and who helped provide the students with the opportunities from which they currently benefit. In the Choose Your Own Adventure project, students explore their state and family history by answering the Driving Question, "What makes people take risks?"</p> <p>Using examples of risk taking from personal and state history, taken from a variety of literary contexts, students create their own Choose Your Own Adventure interactive stories. They combine family histories with those of two other students and develop outcomes based on historical probability. Student teams present their adventures in an interactive presentation with an</p>	<p><b>Common Core State Standards:</b> CCSS.ELA-LITERACY.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text CCSS.ELA-LITERACY.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. CCSS.ELA-LITERACY.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably CCSS.ELA-LITERACY.4.RL.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>audience of parents and other students.</p> <p>This project is designed to teach state history to 4th graders in a manner authentic to their own lives and experiences. The aim of this project is for students to learn more about the motives that brought settlers to their state or country, and to explore decisions that were made and risks that were taken in the process.</p> <p>In teaching this project, there should also be an intentional connection to the students themselves and the risks that have been taken for them and also the risks they have taken and would like to take in the future.</p> <p><b>Deeper Learning</b></p> <p>Students in this project were required to ask many questions whose answers were not available in a reference book or an online search engine. They had to uncover family stories by planning and conducting interviews, adding background research on the times and places they were learning about. Students also inquired into the philosophical question of why people take risks — today and in history — and came to their own complex understanding of the topic.</p>	<p>CCSS.ELA-LITERACY.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CCSS.ELA-LITERACY.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-LITERACY.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math> ; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math> ; <math>2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p>



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

*[These are presented for illustrative purposes only]*

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

- Teacher creation of project handouts showing their year-long plan to meet CCSS and Deeper Learning Competencies.
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their project handouts
- Teacher posting of sample projects in the HTH online project archive with evidence of cross walking to standards.
- Administrative observation to ensure that student work addresses content standards during Exhibitions, Student Led Conferences and other public displays of student work.
- Weekly faculty meetings where teachers discuss student and project projects within the context of their connection to CCSS and Deeper Learning Competencies.

- Professional libraries and resources available to all faculty to assist them in creating robust reading, writing and math standards integration into the curriculum.

### Middle School Sites

HTH opened its first HTH SBC middle school site, HTMNC, in August of 2009, adjacent to HTHNC. In September of 2011, HTMCV opened, adjacent to High Tech High Chula Vista. The middle school sites operated under the HTH SBC were patterned after the successful practices developed at High Tech Middle, which opened in September of 2003, and High Tech Middle Media Arts, which opened in September of 2005.<sup>32</sup>

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

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

### *Coursework at HTM Sites*

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

#### 6th grade

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

#### 7th grade

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

#### 8th grade

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

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<sup>32</sup> High Tech Middle and High Tech Middle Media Arts were both locally authorized by San Diego Unified School District.

### *Cross-Walking Projects to Standards*

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

#### **Examples of Projects Mapped to Standards**

<b>PROJECT TITLE &amp; GRADE/SUBJECT</b>	<b>PROJECT DESCRIPTION &amp; ESSENTIAL QUESTIONS</b>	<b>STANDARDS ADDRESSED</b>
<b>The Next 100 Years</b> 6th Grade Humanities (English & History), Math-Science, and Digital Arts	<p>During this project, students worked as change agents. Earth's climate follows a pattern of natural ups and downs, in which there is a natural warming and cooling of the earth. Unfortunately, human impact has now sped up the warming process and is causing various effects to our ecosystems and daily life. In this project, students investigated the cause of climate change and brought about awareness and solutions. Students educated the public by exhibiting at Birch Aquarium through the creation of a detailed comic book, a published article in a science journal and an informative art piece. This project was also in collaboration with HTMCV. Students launched the project with 6th and 7th graders from Chula Vista by exploring the engineering design process for our climate clients. As a result of this project, students became more enlightened and aware of how they can make a difference for the next 100 years!</p> <ul style="list-style-type: none"> <li>– How do oceanic and atmospheric systems and human activity contribute to global climate change?</li> <li>– What are the current and potential future impacts on</li> </ul>	<p><b><i>Common Core State Standards:</i></b>          CCSS.ELA-LITERACY.W.6.7          Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.          CCSS.ELA-LITERACY.W.6.8          Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources          CCSS.ELA-LITERACY.W.6.9          Draw evidence from literary or informational texts to support analysis, reflection, and research  <b><i>NGSS Standards:</i></b>          MS-ESS2-5, 2-6 &amp; 3-5: Weather and Climate          MS-ESS3-3, MS-ESS3-4: Human Impact          MS-LS1-1: Cell structure and viruses/bacteria          MS-ESS2-5: Earth System's (air flow, high pressure/low pressure systems)</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>weather, climate, ecosystems and resources?</p> <ul style="list-style-type: none"> <li>– How can we educate the public?</li> </ul>	
<p><b>Meals and Muppets</b> 7th Grade Humanities (English &amp; History) and Math-Science</p>	<p>In this cross-disciplinary project, students looked at the essential question: “Should I eat that?” Inspired from student voices criticizing our school’s lunch program, we dove deeply into a holistic investigation about the food we eat. Students read The Omnivore’s Dilemma, watched various documentaries, and explored the nutritional values and science behind the everyday food they were consuming. We began the year with a critical conversation as a team about the work we were about to engage in. The voices of our students were clear: they wanted to create a product that would have lasting value and impact. Using the magic of the Maker movement through muppet building and filmmaking, our students transformed their learning about food justice, urban farming, and making healthy food choices into a professionally produced movie, using muppets as a tool to engage our kindergarten students in our neighboring elementary school, HTeCV.</p> <ul style="list-style-type: none"> <li>– What impact can we have on the food we are provided?</li> </ul>	<p><b>Common Core State Standards: Mathematics</b></p> <p>CCSS.MATH.CONTENT.7.G.A.1 Draw construct, and describe geometrical figures and describe the relationships between them.</p> <p>CCSS.MATH.CONTENT.7.G.A.2 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>CCSS.MATH.CONTENT.7.G.A.3 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>CCSS.MATH.CONTENT.7.G.B.4 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>CCSS.MATH.CONTENT.7.G.B.5 Know the formulas for the area and circumference of a circle and use</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. CCSS.MATH.CONTENT.7.G.B.6 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p><b>ELA:</b> Writing: Text Types and Purposes</p> <ul style="list-style-type: none"> <li>– Write arguments to support claims with clear reasons and relevant evidence.</li> <li>– Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>– Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>– Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>– With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</li> </ul>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>new approach, focusing on how well purpose and audience have been addressed.</p> <ul style="list-style-type: none"> <li>– Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> </ul> <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> <li>– Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>– Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>– Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><b>NGSS Standards (Science):</b> MS-LS1-2 From Molecules to Organisms: Structures and Processes Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p>

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

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
		<p>to the structure and function of the organism.</p> <p><b>MS-LS3-2 Heredity: Inheritance and Variation of Traits</b></p> <p>Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p>
<p><b>The Human Food Chain</b></p> <p>8th Grade Humanities (English &amp; History), Math-Science, and Digital Arts</p>	<p>In this project, students learned about food systems from ground to ground. Students explored how our society grows/ manufactures our food, package it, ship it, buy it, consume it, and dispose of it. Students learned what their bodies need in order to grow and function and the effects of certain types of food on them. Students also traced back the political and economic impacts of their food choices. The entire 8th grade team worked towards producing a full length documentary on the ‘Human Food Chain’. Students also produced mock commercials for some of the foods they investigated.</p> <ul style="list-style-type: none"> <li>– How do different foods affect our minds and bodies?</li> <li>– How do we make our decisions on what foods to eat?</li> <li>– What journey does food take before it makes it to our plates?</li> <li>– What are the effects of the resources that go into the</li> </ul>	<p><i>Common Core State Standards:</i></p> <p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with</p>



PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>whole process of food consumption?</p> <ul style="list-style-type: none"> <li>– How is food regulated in the United States?</li> </ul>	<p>relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>NGSS Standards:</i> MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>

*[These are presented for illustrative purposes only]*

#### High School Sites

HTH opened two high school statewide sites in September of 2007, HTHCV and HTHNC. The high schools operated under the HTH SBC were patterned after the successful practices

developed at the Gary and Jerri Ann Jacobs High Tech High, which opened in September of 2000, High Tech High International, which opened in September of 2004, and High Tech High Media Arts, which opened in September of 2005.<sup>33</sup>

Core courses offered by the high schools of the HTH SBC are approved by the University of California. Courses offered at all HTH schools are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities. Both high schools have received their six-year accreditation by WASC. Student transcripts take a standard form for universal acceptance.

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

#### *Coursework at HTH Sites*

Students at HTH schools typically complete the following sequence of courses:

##### 9th grade

- Humanities (English and World Cultures & Geography)
- Integrated Math
- Physics
- Spanish
- Art/Multimedia (HTHCV) or Applied Physics & Engineering (HTHNC)

##### 10th grade

- Humanities (English and Modern World History)
- Integrated Math
- Chemistry
- Spanish (HTHCV only)
- Art/Multimedia (HTHNC only)

##### 11th grade

- Humanities (English and U.S. History)
- Integrated Math
- Biology
- Environmental Science (HTHCV only)
- Spanish (HTHNC only)
- Internship

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

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

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

### *Graduation Requirements*

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

### **Graduation Requirements**

<b>SUBJECT AREA</b>	<b>REQUIREMENT</b>
English	4 years
History	3 years
Mathematics	4 years
Lab Science	4 years
Language other than English	2 years (of the same language)
Visual or Performing Arts	1 year (of the same art course)
College Preparatory Elective	1 year
Principles of Engineering	1 semester
Academic Internship	1 semester
Senior Project	Project completion

### *Minimum Grade Requirements for Core Courses*

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

### *Cross-Walking Projects to Standards*

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

### Examples of Projects Mapped to Standards

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
<b>The Force of Friction:</b> 9th Grade Humanities and Physics	In Humanities students researched undocumented minors and the reasons they immigrate to the United States. After examining multiple perspectives through texts, documentaries, guest speakers, and border field trips, students wrote an original, bilingual, one act play, based on the life of an unaccompanied minor, then decided which plays would be produced and performed at the all school exhibition. During each play performance, at the moment of climax, the audience had an opportunity to determine the protagonist's course of action, and the play was acted out accordingly. Our hope was to enlighten the public and inspire civil discourse. In physics and math, students studied forces, energy, motion and geometric transformations. Students applied their understanding of these transformations to illustrate the migration of an unaccompanied minor through a unique kinetic art (moving art) piece.	<i>Common Core State Standards:</i> <i>CCSS.ELA-LITERACY.W.11-12.3</i> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>CCSS.ELA-LITERACY.W.11-12.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <i>CCSS.ELA-LITERACY.W.11-12.5</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) <i>CCSS.ELA-LITERACY.W.11-12.6</i> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <i>NGSS Standards:</i> HS-PS2 Motion and Stability: Forces and Interactions HS-PS3 Energy
<b>History from Above</b> 9th Grade Physics, Humanities (English & History), and Art	In this interdisciplinary project, students built nano drones and wrote their own Python computer codes to individualize their drones and attached LED light discs. In	<i>Common Core State Standards:</i> <i>CCSS.ELA-LITERACY.W.9-10.1</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
	<p>physics, students completed independent robotics research, becoming experts on two robots or drones of their choice, as well as experts on aviation. In Humanities and Art, students researched historical questions about connections between World War II and the Syrian refugee crisis. They turned their research papers into scripts for black and white films that brought their historical research to life. Students utilized the drones they built in physics to capture video footage for their silent films.</p> <ul style="list-style-type: none"> <li>– How can the invention of new technology continue to be used to help humanity instead of tragedy in wartime?</li> <li>– How should the United States use drones to foster solutions instead of problems?</li> <li>– Why do people discriminate against and persecute whole groups of people?</li> <li>– Why do people follow leaders who advocate for cruel ideas?</li> <li>– Why do people see others in need and do nothing?</li> </ul>	<p>sufficient evidence. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <i>NGSS Standards:</i> HS-PS2.A: Forces and Motion HS- PS3.C: Relationship Between Energy and Forces HS-PS3.3: Influence of Science, Engineering and Technology on Society and the Natural World HS-ETS1.A: Defining and Delimiting an Engineering Problem HS- ETS1.C: Optimizing the Design Solution</p>
<p><b>Voices of Refuge</b> 10th Grade Humanities</p>	<p>Students investigated a phenomenon as old as society itself: what happens when people flee</p>	<p><i>Common Core State Standards:</i> CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information</p>

PROJECT TITLE & GRADE/SUBJECT	PROJECT DESCRIPTION & ESSENTIAL QUESTIONS	STANDARDS ADDRESSED
(English & Modern World History)	<p>their home in search of a better, safer life? They researched the social, political, and economic origins of the global refugee crisis and interviewed local refugees in order to understand the issue's human impact. Students used their research and field experiences to design RSA style animated videos to educate a younger audience about this pressing global issue.</p> <ul style="list-style-type: none"> <li>– What causes people to flee their home country?</li> <li>– What is our moral obligation as global citizens to help people? When do ethical considerations trump diplomats' duty to carry out government policies?</li> <li>– How has migration changed our local community? How do newcomers find a balance as they adapt to their new communities?</li> </ul>	<p>of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.8</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources. CCSS.ELA-LITERACY.RH.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.6</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>

<p><b>On the Origin of Synthetic Species</b> 11th Grade Biology and Art</p>	<p>On the Origin of Synthetic Species” was an 11 week inquiry-based journey in biology and art that served to rewrite Darwin’s seminal work “On the Origin of Species” . Students incorporated protocols and techniques from biotechnology and genomics labs from project partners to apply new understandings of evolution as comparisons to chapters and experiments from the original work. Using reflections of computation biology techniques in the 21st century and their own work, students wrote their own version of the book as a re-examination of Charles Darwin’s observations.</p>	<p><i>Common Core State Standards:</i> CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>NGSS Standards:</i> HS-LS3 Heredity: Inheritance and Variation of Traits HS-LS4 Biological Evolution: Unity and Diversity</p>
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At HTH schools, teachers work in teaching teams, grade level teams, and across disciplines to align and articulate standards coverage within and across courses and grades. Accountability mechanisms in place to ensure that HTH teachers are addressing state standards are as follows:

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

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

### Assurance of Similarity of Instructional Services Across HTH Schools

Within the elementary, middle and high school models, all HTH SBC schools will offer reasonably the same instructional program. Where the schools may differ is in the thematic focus of the curriculum. An elementary, middle or high school may take on a theme to ground

the school in a local context or benefit from local partners who may provide critical supplemental support to instruction. At HTH's campus in Point Loma, a teacher in biology may address state standards by having students collaborate to create a field guide to the flora and fauna of San Diego Bay. In contrast, at an HTH site in Chula Vista, the biology teacher would address the same standards, but the project and resulting field guide might address the flora and fauna of the chaparral ecosystem in the local Otay Valley. The standards are the same, and the process may be identical, but the specific curricular focus may vary.

#### Annual Goals, Actions and Outcomes in the State Priorities

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

#### Plan for Students Who Are Low Achieving

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

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



teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.

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

#### Plan for Students Who Are High Achieving

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

- Alternative “challenge” assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper

understanding of course content. Any student may choose to pursue any, all, or none of these “challenge” assignments during the course of the term.

- Students may elect at the beginning of the term to pursue an honors option in academic core courses beginning in 11<sup>th</sup> grade by preparing a separate portfolio of cumulative “honors work” in addition to the regular course work. Requirements and performance standards for the honors option are set and announced by the course instructor.
- Juniors and seniors who successfully pursue the honors option in a course have that course designated as an honors course and weighted accordingly on their transcript.

### Plan for English Learners

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

- promote the students’ sociocultural integration
- cultivate their language proficiency
- holistically support their academic achievement<sup>35</sup>

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

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

### Plan for Special Education

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act (“**IDEA**”) will be provided a free appropriate public education in the least restrictive environment (“**LRE**”). To meet students’ needs, HTH focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding the above are the responsibility of the

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<sup>34</sup> [National Equity Project](#)

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

Individualized Education Program Team, as formulated in a written plan and with full parental consent. While HTH fully supports the federal and state statute and regulatory provisions that require special education services be provided in the least restrictive environment, it is cognizant of the need to craft the delivery of such services “appropriately.”

The delivery of special education services to HTH students shall be provided by a credentialed special education teacher, known as an Inclusion Specialist at HTH. The Inclusion Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each Individualized Education Program. HTH shall directly employ, or independently contract with, service providers for any required element of special education support such as psychological services, speech therapy, occupational therapy, and other related services necessary for the provision of a free appropriate public education. Further, HTH shall pursue the development of contracts with neighboring school districts and county offices of education for educational services beyond the expertise of its special education staff.

The primary method of identifying students eligible for special education services is through the admissions and registration process, although special education status has no impact on admission to HTH. Students are also eligible for special education identification and eligibility determination through a “child find” process. Instructional staff are instructed about the characteristics of special education handicapping conditions and referral procedures. HTH provides psycho-educational diagnostic services to assess students for each of the disabling conditions as defined by state and federal law.

#### *SELPA Local Plan and Assurances*

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

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

1. Free Appropriate Public Education  
Each affiliate school shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
2. Full Educational Opportunity  
Each affiliate school shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.

3. **Child Find**  
Each affiliate school shall assure that all students with disabilities are identified, located and evaluated.
4. **Individualized Education Program**  
Each affiliate school shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.
5. **Least Restrictive Environment**  
Each affiliate school shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.
6. **Procedural Safeguards**  
Each affiliate school shall assure that children with disabilities and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
7. **Annual and Triennial Assessments**  
Each affiliate school shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.
8. **Confidentiality**  
Each affiliate school shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.
9. **Personnel Standards**  
Each affiliate school shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.
10. **Participation in Assessments**  
Each affiliate school shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

#### *HTH Inclusion Staff, Practice and Professional Development*

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

as needed, and documents the qualifications and competency of site administrative staff to meet special education quality and compliance requirements.

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

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

## **Element Two (B) -- Measurable Outcomes**

Measurable outcomes for the HTH SBC schools include:

- High School:
  - A goal of 100% of HTH graduates securing admission to an institution of higher education.
  - A goal of 75% of HTH graduates securing admission to a four-year institution.
  - An expectation that almost 100% of graduates will have taken the SAT or ACT.
  - A goal that all students who qualify for federal financial aid will complete the Free Application for Federal Student Aid ("**FAFSA**").
  - An aim of all students completing a course of study that meets all requirements for entry into the University of California system ("**UC A-G**").
  - An objective that at least 60% of HTH alumni will complete 4-year college degrees within 6 years of graduating from HTH, which includes the tracking of the HTH elementary and middle school students through college.
- Middle and High Schools:
  - An objective that student survey results on the YouthTruth survey or comparable instrument will show that students are having a positive experience at HTH, including measures of growth mindset, belongingness, value in what they are doing in school, and being persistent and productive.
- Elementary, Middle, and High Schools:
  - An objective that all HTH SBC students will achieve proficiency or above on their 5th, 8th, and 12th grade transitional presentation of learning that summarizes their learning.

- An objective that HTH SBC school students will perform comparably to nearby schools with similar demographics on state level mandated assessments.
- A goal that HTH SBC school chronic absenteeism rates will be below state averages.
- An aim that HTH SBC school suspension rates will be below state averages.
- Elementary schools:
  - An expectation that HTH SBC elementary school students will demonstrate progress and achievement in literacy as measured by some form of assessment such as Fountas and Pinnell, the Developmental Reading Assessment, or other comparable measures.

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

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

#### Overview of HTH Assessments

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

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

In addition to standardized testing the HTH SBC schools implement performance-based assessments in ways that enable students to demonstrate what they know and what they are able to do in meeting the statewide standards. Performance-based assessments include, but are not limited to:

- *Exhibits, Demonstrations and Presentations of Learning and Others:* These projects represent a culmination of the student's learning in curricular areas; they may be written or oral. They may also reflect interdisciplinary themes applied to core curriculum.
- *Calendared Classroom Assessments:* Teachers assess students regularly in reading, writing and mathematics.
- *Teacher Prepared Assessment Instruments:* Teachers design appropriate tasks that measure understandings and mastery of classroom work.

- *Student Journals*: Students keep journals in writing, science and interdisciplinary thematic curriculum. These reflect their understanding and thinking skills.
- *Formal Assessment Reports to Parents*: A formal progress report to parents is sent home two times per year. Students are assessed in all academic areas. Many curricular areas are assessed based on rubric scoring.
- *Conferences*: A variety of conferences are conducted throughout the school year and include:
  - *Student Led Conferences*: These are scheduled two times per year. At these conferences students share their goals and expectations for the year. Parents share any concerns they have about their child. Goals are set at the first conference. The teacher reports academic as well as social progress.
  - *Student/Teacher Conferences*: Meetings are scheduled with the student and teacher to discuss and evaluate a student's progress.
  - *Other Conferences*: These are scheduled as needed to ensure that the program is meeting the student's needs.

### Presentations of Learning

In general, at the middle and high school level student success requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. A couple of presentation assessments regularly employed by HTH include the tPOLs and POLs.

- *POLs*: A POL is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team):
  - Community Event POL
  - Reflective Portfolio POL
  - Project Specific POL
  - Personal Growth POL

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

- *tPOLs*: HTH schools employ tPOLs at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level. Resources for HTH teachers implementing the alternative forms of assessment practiced at all HTH schools are made available through various professional learning opportunities
  - The requirements for the tPOL are grade-level specific, but may include an oral presentation, use of the student's digital portfolio, artifacts from project work in the humanities, math and science, and elective courses.
  - tPOL panels consist of faculty from the students' current and proximate grade level, students, parents, and community members.

### Digital Portfolios

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

### Senior Projects

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

### Grades and Testing

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

HTH students earn traditional grades on a four point scale as well as honors options for core academic classes such as math, humanities, language, and science. They also participate in standardized exams such as the California Standards Tests, California High School Exit Exam, and Physical Fitness tests.

### Assessments Administered at HTH Schools

The following table outlines the assessments used at HTH schools and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum.

**Assessments Administered at HTH Schools**

<b>NAME OF ASSESSMENT</b>	<b>WHEN ADMINISTERED</b>	<b>PURPOSE FOR ADMINISTERING</b>
"A-G" college requirements	Throughout the school year	Prepare students for college entry with rigorous curriculum.
CELDT	Fall and as needed for new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.
CA Fitness Test	Spring	Required by the Federal Government to



		ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.
CAASPP	Spring	Tests student proficiency of the California State Standards
California Alternate Performance Assessment	Spring	Students with Significant Cognitive Disabilities which prevents them from taking the CST or CMA.

### Use and Reporting of Data

HTH SBC schools make regular use of student performance data to inform instructional practices and will regularly report achievement to school staff, parents and guardians. In the context of weekly staff meetings at HTH schools, staff members may review student work and discuss how practices may be adjusted to meet the individual needs of students. In this context, teachers receive support from one another to assist students in achieving the standards. Teachers may give advice to the presenting teacher so that they may go back to their classroom and provide additional support. These discussions may be broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve students' learning. As such, this staff development protocol ensures that the contemporaneous analysis of student performance data is informing refinement of practice in the classroom, providing a basis for regular communication with parents and students, and supporting student achievement.

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

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

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

#### Alumni Program

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

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

#### **Element Four (D) – Governance**

##### The Board of Directors of High Tech High (“HTH Board”)

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

The HTH Board has legal and fiduciary responsibility for all schools operated under the HTH SBC. The HTH board meets at least quarterly and holds its meetings pursuant to the Ralph M. Brown Act. Moreover, the HTH Board operates under a Conflict of Interest Code filed pursuant to the California Political Reform Act, Government Code Section 81000, et seq.

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

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

##### Funding and Central Services

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

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

## Parent Involvement

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

- Creating and distributing a Parent Association Newsletter
- Sending regular Parent Association email announcements
- Meeting regularly (twice monthly on average) and serving as a liaison to other school stakeholder groups such as the school administrators, associated student body groups, and others
- Sponsoring/supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities)
- Supporting classrooms directly (Room/Team Parent coordination, teacher wish lists, chaperoning)
- Coordinating school-wide fundraising (book fairs, eScrip, other fundraising partnerships with local businesses)

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

## Title I Meetings

California Education Code Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application ("**ConApp**") process prepare a Single Plan for Student Achievement ("**SPSA**"). Direct funded charter schools, such as the HTH SBC Schools, may adopt either a SPSA, or a Local Educational Agency Plan ("**LEA Plan**") to meet this obligation. HTH SBC Schools operate under an LEA Plan in satisfaction of this requirement.

In conformity with California Education Code Section 64001, HTH schools secure parent participation and input in a variety of ways. HTH has adopted a Parental Involvement Policy describing the various approaches HTH schools take to engage parents. For example, HTH School Directors meet formally with parents at least twice a year regarding Title I spending and the LCAP. Meeting agendas cover subjects including SBAC review and analysis, as well as budget development as it pertains to Title I Funding and LCAPs. These meetings also present an opportunity for the community to review and update the Parent Involvement Policy..

The LCAP has in large part taken the place of the SPSA in terms of aligning the funding to educational goals, including goals for specific pupil groups. HTH will continue to monitor and review its practices with respect to parent involvement to align with applicable law and to respond to community needs.

## **Element Five (E) – Human Resources**

### Qualifications of School Employees

#### *General Qualifications for All Employees*

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

#### *School Directors*

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

#### *Teachers*

HTH is committed to hiring talented, knowledgeable, passionate teachers. HTH does this by holding hiring fairs, working with the HTH GSE, posting positions with other universities and education websites, recruiting from industry and supporting new teachers through its own credentialing programs, among other things. Resumes are reviewed, and engagement with candidates may include initial phone interviews and personal interviews followed up by a more involved screening. Initial interviews are typically followed by a rigorous full-day review during which candidates teach a class (and are evaluated by students), have a luncheon interview with students, and interview with teachers and administrators.

Teachers at HTH represent a range of experiences. Some are former biotech engineers, community college professors, or graphic designers; others are veteran teachers or recent university graduates. In August 2004, HTH was the first charter school to receive approval from the CTC to offer single-subject credentials. As noted previously in this petition[1], the organization has expanded its credentialing work, and now has authority from the CTC to offer a multi-subject intern program for teachers in elementary schools, among other credentials.

HTH recognizes that charter school teachers of core academic subjects must meet the Every Student Succeeds Act ("ESSA") requirements. HTH teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which any public school teacher is required to hold. However, HTH believes that an interdisciplinary structure is an important component of its project based learning approach, and teachers may be called upon to teach more than one subject. In accordance with applicable law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory

courses. Moreover, within the provisions of the law, HTH reserves the right to recruit, interview and hire the best qualified person to fill any of its position vacancies.

### *Other Staff Members*

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

### *Policy Against Discrimination*

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

### *Professional Development*

Professional Development at HTH SBC schools consists of both school-based and organization-wide learning opportunities. By design, professional development at HTH sites is largely contextual, integrated into teachers' day-to-day work and addressing issues that emerge therein.

#### ***School Based PD***

Staff meetings are held at least once a week and these afford HTH schools the opportunity for weekly check-ins and discussions about practice. Although the precise details may vary at each HTH school, these meetings may include discussions about school issues, exhibitions, presentations of learning, assessments, and other professional development topics. In general, these morning meetings serve as a context for veteran and new teachers to collaborate.

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

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

#### ***Organization-Wide Professional Development***

In addition to professional development happening in the context of site-based morning meetings, centrally-sponsored trainings are offered to the teachers, deans, administrators, and School Directors. In addition to the offerings through HTH's Credentialing Program, the HTH GSE, and other formal adult learning programs mentioned previously in the Statewide Benefits

Section above, HTH offers other organization-wide PD opportunities focused on school-based staff members such as directors, deans and teachers. These opportunities include:

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

## **Element Six (F) – Health and Safety Procedures**

### Health and Safety Policies

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

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

### Background Checks

HTH requires that each employee and contractor of the School furnish the School with a criminal record summary as described in Sections 44237 and 45125.1 of the Education Code including the requirement that, as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School will comply with Education Code Section 44830.1 regarding the restriction on hiring of applicants with serious felony records as defined in that section.

### Tuberculosis Assessment, Immunization Requirements and Pupil Health Screenings

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

### **Element Seven (G) – Racial and Ethnic Balance**

#### Non-Discriminatory Program

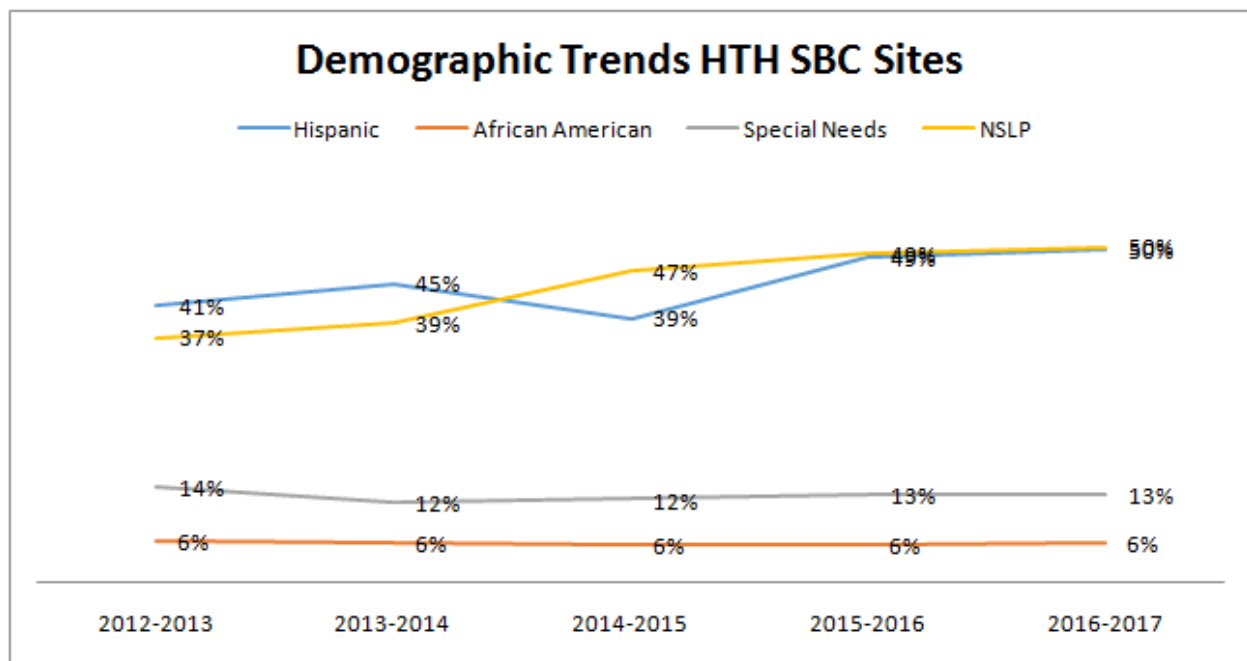
The HTH SBC School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender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

#### Current Student Demographics

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

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

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



#### Student Recruitment/Outreach

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

HTH sites work cooperatively with area school districts, county offices of education and community based organizations to outreach to their students, participants and community members in order to provide program information and applications to eligible applicants. Staff members conduct informational presentations throughout the surrounding area to provide information to prospective applicants. Public information meetings are held about the schools. Special emphasis is placed on holding such meetings in communities that staff have identified as those representing demographics that are underrepresented in the applicant pool and that will bring the schools toward the goal of socio-economic and cultural diversity. Program descriptions and student recruitment information is presented in a manner that provides access to a broad group of students and parents.

#### **Element Eight (H) – Student Admissions and Attendance**

##### Admissions Information

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

##### General Procedures for New Applicants for Admission

The following are admissions requirements for new applicants:



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

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

### Matriculation and Transfers of Current HTH Students

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

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

For purposes of matriculation and transfers, satisfactory completion means that the student passed the courses he/she took in the previous grade. For example, a student who fails his/her 8th grade courses would not be considered for a 9th grade seat, as that student is still considered to be an 8th grader.

### Admissions Priorities

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

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

## Admissions Lottery

### *Lottery Overview*

If HTH receives more applications than there are spaces available, a public, computerized lottery will be held to determine admissions. Notification of the lottery date will be made to the public and members of the public will be able to witness the computerized lottery process.

Within the context of this admission process, HTH seeks to deliver on the spirit and intent of *Brown vs. Board of Education* by using legally-permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the regions where it operates schools. In this regard, HTH employs certain weighting mechanisms in relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and socioeconomic status ("**SES**") are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zip code cluster that have been admitted from returning, promoting and transferring students, sibling preferences and board member or employee preferences.

### *Weighting*

#### ***Geographic***

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

HTH identifies attendance regions consisting of several contiguous zip code areas or "clusters." Using United States Census data, HTH determines the percentage of school-aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster.

#### ***SES***

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

#### ***Acceptance, Notification and Waiting Pool***

Once the initial openings have been filled using the procedures described above, HTH will notify chosen applicants and inform them of their option to enroll in the school. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with HTH's admissions policies as delineated above. When names are drawn, HTH will notify the applicants that they have the option of enrolling in the school. Notifications will give applicants at least three full business days to inform the

school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter or email, HTH will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the Board of Directors of HTH.

#### International Exchange Students

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

#### **Element Nine (I) - Annual Independent Financial Audits**

HTH will contract with an independent auditor with experience in education finance, from the Certified Public Accountants Directory published by the State Controller's Office, for an annual financial audit that will be conducted pursuant to Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. HTH will transmit a copy of the audit to the county office of education, the State Controller's Office, and the CDE Charter Schools Division by December 15 of each year.

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

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

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

HTH will:

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

## **Element Ten (J) - Student Suspensions and Expulsions**

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

The following offenses represent grounds for mandatory suspension and recommendation for expulsion:

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

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

- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.
- The causation or attempted causation of physical injury to another person, including sexual assault.
- The threat of physical injury to another person, including sexual assault.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance<sup>37</sup> of valid school authorities.
- Robbery or attempted robbery of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Violation of a policy or procedure by a student and/or parent as set forth in the parent and student handbook.

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<sup>37</sup> HTH practice and policy in relation to student discipline for willful defiance is limited as follows: HTH will not suspend students in grades K-3 on the basis of willful defiance, and HTH will not expel students in grades K-12 on the basis of willful defiance unless otherwise permitted pursuant to Education Code section 48900 et seq. as it may be amended.

These grounds for suspension and expulsion were generated after reviewing Education Code Sections 48900 and 48915 and after reviewing grounds for suspension and expulsion at other public schools. In general, HTH's suspension and expulsion standards are consistent with Education Code Section 48915, although in some instances, HTH's grounds reflect an expectation of higher student accountability for behavior. HTH believes that such an expectation ensures the creation of a respectful learning environment where all students are able to achieve their full potential.

The current HTH Student Discipline Policy and Procedures are found in the HTH Student Parent Handbook for each school year. The HTH Board annually reviews and revises, as necessary, the grounds for mandatory recommendation for expulsion and the grounds that may result in suspension or expulsion, and the procedures corresponding to student discipline. The policies and procedures are communicated through the annual publication of the updated parent and student handbook.

### **Element Eleven (K) – Retirement Systems**

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

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

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

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

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

Teachers and other persons working at HTH will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The HTH Board may establish retirement plans for employees that may include, but will not be limited to, establishment of a section 403(b) plan, a 457 plan or other supplemental benefits as deemed appropriate. The HTH CEO is responsible for ensuring that appropriate arrangements for coverage have been made.

### **Element Twelve (L) – Public School Attendance Alternatives**

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

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

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

### **Element Thirteen (M) –Employee Return Rights**

An employee of the School shall have the following rights:

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

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

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

### **Element Fourteen (N) – Dispute Resolution Process**

Because the SBE is not a local education agency, it may choose to independently settle disputes in lieu of engaging in a dispute resolution process. The SBE shall not be required to share in the costs of the dispute resolution process, if needed. High Tech High recognizes that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

### **Element Fifteen (O) – Closure Procedures**

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

## **MISCELLANEOUS PROVISIONS**

### **Preferred County Office of Education for Administrative Support**

HTH identifies San Diego County as the county that will serve as the location of its business records and operations. The San Diego County Office of Education will establish the appropriate funds or accounts in the county treasury for the HTH SBC schools.

### **Delineation of School-Based and Central Responsibilities**

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

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

- *School Director* – responsible for overseeing all aspects of the school’s local operations including responsibility for ensuring that the school’s instructional program features full implementation of HTH Design Principles and delivers the measurable outcomes expected of HTH schools. The School Director is responsible for hiring all site-based staff and, working in collaboration with HTH central staff, for preparing a budget for approval by the HTH Board.
- *Dean of Students* – works in close partnership with the School Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents.
- *College Advisor* (only at high school level) – ensuring that all students in the school have the support needed to earn acceptance to and enroll in an institution of higher learning.
- *IT Director* – working closely with HTH central staff to ensure that HTH IT systems architecture is fully implemented at the site level, providing the site’s students, parents and staff full access to the array of IT services that support teaching, learning and site operations at HTH schools.
- *Site Manager* – working closely with the School Director to ensure that administrative, clerical and front office functions are performed at the school level and working closely with the HTH central staff to make sure that timely information flows from the site to HTH regarding compliance matters and fiscal control.
- *Custodian* – ensuring that the school’s facility is maintained in a manner that supports teaching and learning.

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

- Charter Development
- Grant Generation
- Community Engagement



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

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

- Pupil Accounting – Prepare and submit P1, P2 and Final attendance reports to the CDE
- Budgeting and forecasting, including developing annual budgets for submission to chartering authorities as required by statute
- Accounting services including:
  - Maintain sites' general ledgers per the State Standardized Account Code Structure ("**SACS**")
  - Provide monthly reconciliations of balance sheet items
  - Accounts Payable – process vendor invoices for payments and post accounting entries
  - Process employee reimbursements
  - Fiscal reporting including
  - Provide to site monthly financial reports including balance sheet and actual vs. budget
  - Prepare SACS budget report including budget summary, ADA report cash flow report and break-out of revenue detail
  - Twice a year, prepare SACS Interim Financial Reports and submit to chartering authority
  - Prepare annually Unaudited Actuals Report
  - Prepare state and federal payroll tax filing reports quarterly and annually
  - Payroll processing
  - Maintain employee files and database
  - Process payroll for all school employees
  - Reconcile payroll checks to general ledger

- Process federal and state tax payments as required by statute
- Prepare W-2's and 1099's
- Purchasing
- Perform all activities necessary to secure appropriate health and retirement benefits for employees including vendor selection, employee sign-up, informing staff about benefits options and acting as an intermediary between school and provider
- Oversee all activities related to securing appropriate liability insurance including making application for bids, processing renewal applications and ensuring prudent levels of coverage
- Oversee selection of food service vendors
- Establish relationships with vendors to achieve bulk-purchase pricing benefits for textbooks, office supplies, janitorial supplies, etc.
- HR Compliance
- Monitor and review all Workers' Compensation and Unemployment claims
- Maintain duplicate copies of employment records for sites, including documentation verifying eligibility for employment
- Perform new hire processing including reference and fingerprint background check, eligibility for employment, medical clearance, etc.
- Perform exit interview and complete exit paperwork for employees leaving the school

#### Financial Reporting

HTH will prepare and file with the CDE a preliminary budget on or before July 1, a Local Control and Accountability Plan update on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report for the full prior year on or before September 15 (Education Code section 47604.33).

#### Insurance

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

#### Facilities

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

### Internal Dispute Resolution

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

- The HTH Board has adopted policies and processes for airing and resolving disputes. Those policies may be found in the Student and Parent Handbook (updated each year) and on the HTH website at [www.hightechhigh.org](http://www.hightechhigh.org)
- The SBE agrees to promptly refer all complaints regarding operations of HTH SBC schools to HTH's CEO for resolution in accordance with HTH's adopted policies. In the event that HTH's adopted policies and processes fail to resolve the dispute, the SBE agrees not to intervene in the dispute without the consent of HTH unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the SBE will have the ability to intervene in and respond to complaints about the operation of HTH as is required by law.

### Liability of Authorizer

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

### Charter Term

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

### Charter Revisions

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

### Creating New Schools

As approved in the amended charter in 2008, HTH is authorized to "operate up to 8 villages of schools in communities across California consisting of a mix of up to 8 elementary, middle and high schools." HTH will provide notice of its intentions to the CDE and SBE at least eight (8)

months prior to a school opening under the HTH SBC. HTH will work with the CDE and SBE to determine the conditions to be met prior to opening a new HTH SBC school.

#### Severability

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

#### Information Exchange

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

## **ASSURANCES**

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

1. HTH will address statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. HTH declares that HTH shall be deemed the exclusive public school employer of the employees of HTH SBC School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. HTH will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. HTH will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. HTH will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. Except as required by Education Code Section 47605(d)(2), or provided by the terms of the HTH SBC, admission to an HTH SBC school shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with the terms of the HTH SBC and applicable law. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. HTH will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. HTH will adhere to all applicable provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
8. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
10. HTH will at all times maintain all necessary and appropriate insurance coverage.
11. HTH SBC schools shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
13. HTH SBC schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
14. HTH SBC Schools shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
15. HTH shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. HTH SBC Schools shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
17. HTH SBC Schools shall comply with all applicable portions of the Elementary and Secondary Education Act ("**ESEA**"), as reauthorized and amended by the ESSA.
18. HTH shall comply with the Public Records Act.
19. HTH SBC Schools shall comply with the Family Educational Rights and Privacy Act.
20. HTH shall comply with the Ralph M. Brown Act.
21. HTH SBC Schools shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
22. HTH will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the School.
23. HTH will notify the CDE within 60 days of proposed commencement of instruction of each site.

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Larry Rosenstock  
Chief Executive Officer  
High Tech High

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Date

## **Appendix A – API and AYP Subgroup Data**

## Appendix A- API and AYP Subgroup Data

2013 Growth API Performance			
Group	Statewide Performance for Grades 9-11	High Tech High Chula Vista	High Tech High North County
Overall	757	770	790
Black or African American	666	793	845
Asian	876	772	833
Filipino	833	850	802
Hispanic or Latino	709	758	768
White	819	780	785
Two or More Races	808	NA	NA
Socioeconomically Disadvantaged	707	752	767
English Learners	651	706	682
Students with Disabilities	532	596	663
2012 Growth API Performance			
Group	Statewide Performance for Grades 9-11	High Tech High Chula Vista	High Tech High North County
Overall	751	763	792
Black or African American	660	728	NA
Asian	875	NA	907
Filipino	834	839	788
Hispanic or Latino	700	753	735
White	816	780	816
Two or More Races	803	785	737
Socioeconomically Disadvantaged	695	733	736
English Learners	649	716	620
Students with Disabilities	515	643	662



<b>2013 Growth API Performance</b>			
<b>Group</b>	<b>Statewide Performance for Grades 7-8</b>	<b>High Tech Middle Chula Vista</b>	<b>High Tech Middle North County</b>
Overall	800	782	838
Black or African American	713	795	852
Asian	927	NA	821
Filipino	883	856	891
Hispanic or Latino	751	764	795
White	866	850	864
Two or More Races	855	NA	NA
Socioeconomically Disadvantaged	749	764	792
English Learners	700	769	694
Students with Disabilities	611	663	639
<b>2012 Growth API Performance</b>			
<b>Group</b>	<b>Statewide Performance for grades 7-8</b>	<b>High Tech Middle Chula Vista</b>	<b>High Tech Middle North County</b>
Overall	792	779	836
Black or African American	706	637	NA
Asian	925	NA	898
Filipino	884	895	NA
Hispanic or Latino	740	758	795
White	862	850	847
Two or More Races	856	866	871
Socioeconomically Disadvantaged	736	771	818
English Learners	692	726	741
Students with Disabilities	584	579	651

<b>2013 Growth API Performance</b>			
<b>Group</b>	<b>Statewide Performance for grades 2-6</b>	<b>High Tech Elementary Chula Vista</b>	<b>High Tech Elementary North County</b>
Overall	811	746	NA
Black or African American	739	731	NA
Asian	920	863	NA
Filipino	889	839	NA
Hispanic or Latino	766	721	NA
White	874	777	NA
Two or More Races	866	NA	NA
Socioeconomically Disadvantaged	763	729	NA
English Learners	758	668	NA
Students with Disabilities	669	568	NA
<b>2012 Growth API Performance</b>			
<b>Group</b>	<b>Statewide Performance for grades 2-6</b>	<b>High Tech Elementary Chula Vista</b>	<b>High Tech Elementary North County</b>
Overall	815	778	NA
Black or African American	745	756	NA
Asian	922	NA	NA
Filipino	893	923	NA
Hispanic or Latino	770	756	NA
White	879	794	NA
Two or More Races	878	NA	NA
Socioeconomically Disadvantaged	767	738	NA
English Learners	764	722	NA
Students with Disabilities	671	575	NA

	2011 Growth API	2012 Growth API	2013 Growth API
<b>High Tech High North County</b>	<b>800</b>	<b>792</b>	<b>790</b>
San Marcos High School	859	859	858
Mission Hills High School	834	840	848
<b>High Tech High Chula Vista</b>	<b>751</b>	<b>763</b>	<b>770</b>
Hilltop High School	783	807	794
Chula Vista High School	758	749	748
<b>High Tech Middle North County</b>	<b>842</b>	<b>836</b>	<b>838</b>
Woodland Park Middle School	872	879	888
San Marcos Middle School	803	808	818
<b>High Tech Middle Chula Vista</b>	<b>NA</b>	<b>800</b>	<b>782</b>
Hilltop Middle School	820	824	814
Bonita Vista Middle School	823	869	860
<b>High Tech Elementary North County</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
Twin Oaks Elementary	890	882	888
Alvin Dunn Elementary	787	784	737
<b>High Tech Elementary Chula Vista</b>	<b>NA</b>	<b>778</b>	<b>746</b>
Valle Lindo Elementary	837	846	844
Halecrest Elementary	894	912	900

Historical Adequate Yearly Progress (AYP) results

	2011	2012	2013	2014	2015
<b>High Tech High North County</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>
San Marcos High School	Yes	No	No	No	Yes
Mission Hills High School	No	No	No	No	Yes
<b>High Tech High Chula Vista</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>
Hilltop High School	No	No	No	No	Yes
Chula Vista High School	No	No	No	No	Yes
<b>High Tech Middle North County</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>NA</b>	<b>Yes</b>
Woodland Park Middle School	No	No	No	NA	Yes
San Marcos Middle School	No	No	No	NA	Yes
<b>High Tech Middle Chula Vista</b>	<b>NA</b>	<b>No</b>	<b>No</b>	<b>NA</b>	<b>Yes</b>
Hilltop Middle School	No	No	No	NA	No
Bonita Vista Middle School	No	Yes	No	NA	Yes
<b>High Tech Elementary North County</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Yes</b>
Twin Oaks Elementary School	No	Yes	No	NA	Yes
Alvin Dunn Elementary	No	No	No	NA	Yes
<b>High Tech Elementary Chula Vista</b>	<b>NA</b>	<b>No</b>	<b>No</b>	<b>NA</b>	<b>Yes</b>
Valle Lindo School	Yes	No	No	NA	Yes
Halecrest Elementary	No	Yes	No	NA	Yes

## **Appendix B – HTH Plan for English Learners**



## **Plan for English Learners High Tech High**

### ***Overview***

High Tech High began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It has evolved into an integrated network of schools spanning grades k-12, housing a comprehensive teacher certification program and a graduate school of education.

At each HTH school, goals include:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education.
- Graduate students who will be thoughtful, engaged citizens.

High Tech High has been a partner in the national deeper learning movement. The aim of the deeper learning movement is for all students, including English Learners, to graduate ready for success in college, career, and civic life. As defined by the Hewlett Foundation, the deeper learning outcomes are:

- mastering core academic content
- thinking critically
- collaborating well
- communicating effectively
- directing their own learning
- possessing academic mindsets

HTH aims to ensure educational equity for English Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential<sup>1</sup>. In order to effectively educate ELs, HTH strives to create an educational program that does three things for EL students:

- promote the students' sociocultural integration
- cultivate their language proficiency
- holistically support their academic achievement<sup>2</sup>

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

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<sup>1</sup> [National Equity Project](#)

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

multicultural proficiencies.

## **IDENTIFYING ENGLISH LEARNERS**

### ***Home Language Survey***

The School will administer the home language survey upon a student's initial enrollment into the School if this is the student's first time in a California public school. Students in the country less than twelve months will be given the state's Designated Primary Language Test (currently Interim Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

### ***Transcripts & Cumulative Folders***

All students transferring will be given the appropriate assessment unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the District Test Coordinator will review the information in PowerSchool and CALPADs for accuracy.

### ***CELDT Testing***

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") and tested within thirty days of initial enrollment<sup>3</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

HTH will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

As soon as the CELDT data is received from the state, it will be imported into HTH's student information system (currently Powerschool). CELDT classification will be noted in PowerTeacher. Periodic academic reports will include the ELD status of students.

### ***Parental Notification of Initial Assessment Results and Program Placement***

All Parents of EL students who are administered the annual CELDT must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

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<sup>3</sup> The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

### ***Annual Language Classification/Status***

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

CELDT Program Calendar		
Month	Date	Summary of Activities
July	1st - 31st	Ordering CELDT Test Materials based on current and new student registration
August	1st - 31st	Identify and train CELDT Site Test Coordinators
September	25	Identify and test initially classified CELDT students within 30 days of the first day of school
October	31st	Identify and test Annual Assessment CELDT students by the end of October
November	15th	Locally score the CELDT test and provide necessary academic supports to students
January	15th	Receive official test results. Reclassify students based on criteria. Notify parents.
February	20th	Update official English Language Learner students in CALPADS by the Fall 1 certification deadline.

Other activities:

- Provide ongoing monitoring and academic support
- Provide test accommodations on the CAHSEE and Smarter Balanced test, when necessary
- Bi-weekly academic reports of EL/RFEP student progress sent by email to teachers, EL coordinators, and school directors

## **SERVICES FOR EL STUDENTS**

### ***INCLUSION***

HTH practices a full inclusion model for all students, including ELs. California Education Code Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. As noted in the U.S. Department of Education "[Dear Colleague letter](#)" from January 2015, "EL programs may not unjustifiably segregate students on the basis of national origin or EL status" (p. 22).

### ***EMBEDDED PEDAGOGICAL SUPPORTS***

At High Tech High (HTH), teachers engage all students in deeper learning through a project-based curriculum. Embedded within this project-based learning (PBL) approach are many pedagogical practices which are informed by and aligned with theories of English language acquisition. Some of the following theories inform our work:

- Merrill Swain's work<sup>4</sup> highlights the importance of ***meaningful output***. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELs have rich context and authentic purposes for

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<sup>4</sup> Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-53). Rowley, MA: Newbury House.



their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.

- Researcher Jim Cummins<sup>5</sup> underscores the importance of *embedding academic language in context*, making academically demanding content easier for English learners (ELs) to understand. Through the hands-on learning that happens in all HTH schools, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen<sup>6</sup> asserted that learners have an *affective filter* that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English learners are especially prone to having a high affective filter. At HTH, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in PBL also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires *comprehensible input* -- meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula  $i + 1$ , with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within our classrooms are ample opportunities for students to receive comprehensible input. English learners are strategically grouped with peers who can provide this  $i + 1$  input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use web resources and authentic texts (rather than textbooks), they can select the appropriate texts for emerging readers. Programs such as Newsela, Simple English Wikipedia, and other student-friendly resources are often used to support this differentiation.

### ***ADDITIONAL SUPPORT FOR ELs***

In addition to the pedagogical practices that support English Learners in the classroom, we also provide additional, personalized support where necessary. Each school employs “academic coaches” who provide extra support to special-needs students (including English Learners) within the classroom. Our inclusion specialists, in conjunction with classroom teachers, oversee the work of the academic coaches and the progress of our ELs.

Because of recent work at HTH on how to best support ELs, we have identified a number of new positions for the next school year (15-16). We are in the process of identifying a school level EL coordinator for every school. We have created a new position for 2015-2016, a village level EL coordinator. This person will play a coordination role across each village (North County, Point

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<sup>5</sup> Cummins, J. (1984). *Bilingualism and special education: Issues in assessment pedagogy*. San Francisco: College-Hill Press.

<sup>6</sup> Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Loma, and Chula Vista). These faculty members at the site and village level will lead professional development related to English learning, support teachers in employing strategies to support ELs, and track the progress of ELs to make sure they are showing growth.

The California English Language Development Standards focus on three different aspects of supporting English Learners. The first part, Interacting in Meaningful Ways, is best reached through student's participation in their content classrooms, i.e. integrated English Language Development. Through successful use of EL instructional strategies, English learners can practice the language through collaboration, interpretation and production of the English Language.

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

Finally, English Learners need to develop foundational literacy skills, particularly in grades K-5.

HTH schools have always offered specific, structured, targeted support for students who are not doing well. As a result of creating this plan, we are developing a more consistent approach to targeting instruction for English Learners who are not succeeding in classes due to language acquisition issues. This targeted instruction may take place in the form of x block (club period), before school, after school, or via push-in supports.

## **INTEGRATED ENGLISH LANGUAGE DEVELOPMENT**

HTH will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies<sup>78</sup> to provide full access include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- Visuals: study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text

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<sup>7</sup> Rubinstein-Avila, E. (2006). Connecting with Latino learners. *Educational Leadership*, 63(5), 38-43.

<sup>8</sup> HTH teachers are encouraged to look at Expeditionary Learning's "Guide to supporting English Language Learners." Although focused on K-8, there are many practices useful across the K-12 continuum.

- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. HTH will use integrated the English Language Development Standards in tandem with the Common Core Standards and Next Generation Science Standards. Overall, the School will use these research-based instructional strategies to support English learners in the content areas:

### ***Common Core English Language Arts***

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts<sup>9</sup> and the English Language Development Standards. The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

### ***Common Core Mathematics***

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. *Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.* (p.80, Chapter 2, California Draft ELA/ELD Framework). This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

### ***Next Generation Science Standards***

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their

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<sup>9</sup> Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;  
Mathematics, the Common Core, and Language: Judit Moschkovich;  
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

### ***Social Studies***

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

### ***PROFESSIONAL DEVELOPMENT FOR TEACHERS***

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

1. Teachers earning a preliminary teaching credential through the HTH teacher intern credentialing program (roughly half of new HTH teaches) complete a CCTC approved course entitled “Preparation to Teach English Language Learners.” In this course, new teachers learn strategies to help ensure the success of English language learners in an academic environment. They examine the theoretical perspectives of second language acquisition, explore teaching strategies for English language learners, and practice applying such strategies in a project-based learning environment.
2. All teachers in their first two years receive Induction support which includes a module on teaching English Learners.
3. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.
4. New teachers arrive three weeks before the start of school for an Odyssey experience aimed at developing their understanding of HTH teaching practices, including practices aimed at supporting ELs.
5. Returning teachers arrive eight days before the start of school every year for on-going professional development including support for meeting the needs of ELs.
6. All teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices.

### ***STUDENT ACHIEVEMENT GOALS***

1. College attendance and completion -- HTH has a goal for all students to graduate college, career, and civic ready, with an immediate emphasis on college readiness, 4-year college attendance, and college completion. Improving the percentage of ELs on all three of these measures is a primary measure of success for ELs at HTH.
2. Reclassifying English learners -- All English Learners who meet established criteria will be reclassified. There will be established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The goals for this are determined by the AMAOs as determined by the state.
3. Academic Achievement – English Learners will show evidence of academic achievement at the same rate or higher as measured by the California Common Core State

Standards Assessment (SBAC).

### ***Long Term English Learners***

Long term English learners require more intensive services as they have not yet developed language proficiency to the point of reclassification. In order to meet the needs of these learners, HTH has created a process to make identification of long term English learners easier for teachers. This includes a new tag within our student information system that makes it easier for us to report on progress on LTELs.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on study skills during Advisory

### ***Newcomers***

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies a few important elements for their success<sup>10</sup>. The way our schools address those elements is listed below.

1. Systematic support of students  
All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the CELDT or other appropriate verbal language assessments and content knowledge, HTH's internal assessments in English and in their native when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.
2. Heterogeneous Grouping  
Because our schools are small, newcomers will be mixed in with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers will be a core part of their program for part of their day.
3. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the school based EL coordinator. The small school allows this coordination to happen automatically so that no student slips between the cracks in a small school.

### ***Reclassification Procedures***

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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<sup>10</sup> *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

After receiving the CELDT results each year, the District Test Coordinator will send a list of possible students for redesignation based on these criteria.

A parent, student or school may request that the School review a student for redesignation before the criteria is met. A team of the director, a teacher and the parent will review the request. This can only be done if a student scores intermediate or higher on the CELDT and can prove mastery of the Common Core Standards at "basic" level or above.

After a student has been redesignated to R-FEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of R-FEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they will receive additional intervention services from the Intervention Teacher.

#### ***Reclassifying English Learners with Disabilities***

The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

#### ***Procedure for determining when a bilingual IEP assessment is appropriate***

When a bilingual evaluation may be necessary, Special Education staff should review the process found in the following [document](#), "Determining Need for Bilingual Evaluation."

#### ***Specialized Services for English Learners with Disabilities***

ELs with disabilities will receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD.

In order to determine whether a student is making adequate progress in ELD, the IEP team will identify assessments used by the classroom teacher and others appropriate for the student's disability. If the student is not making adequate ELD progress, the IEP team will determine a

present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive more intensive English Language Development via individualized and small group research based interventions.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use appropriate assessments as noted in the IEP, as well as classroom assessments and the student's progress toward meeting their IEP language development goals.

### **PROGRAM EVALUATION**

A mixture of data informed instruction, systems thinking, and continuous improvement, improvement science is a promising practice for achieving quality outcomes at scale. High Tech High has begun implementing these practices throughout the organization to take on challenging, persistent problems of practice. Projects thus far have focused on topics such as the college application process, work completion, and equitable participation during collaborative group work.

Improvement research draws upon several tools for facilitating this ongoing improvement by people in the system including the driver diagram and the Plan-Do-Study-Act cycle (PDSA).

#### **Driver Diagrams:**

Driver diagrams are designed to help improvement scientists think clearly and systematically about their assumptions and theory of action as they attempt to develop changes that will lead to improvement. Practitioners often have hunches about what is contributing to the problem and about the efficacy of particular interventions. The driver diagram pushes practitioners to steer away from silver bullet solutions, to stay focused on a systems approach and to design interventions that support their ultimate goal.

#### **PDSA Cycles:**

The PDSA cycle is a tool for systematically testing iterations towards improvement. In the PDSA cycle, teams (a) create a plan, which includes making specific predictions about what will happen as a result of a change; (b) implement the change in a small scale manner; (c) study the results of the change, including whether the predictions came true or not; and (d) act to refine the change or develop a new one altogether. PDSAs encourage rapid testing and the development of protocols and practices that can be implemented and adapted across diverse contexts.

High Tech High has just launched an improvement project focused on literacy with a particular focus on EL students. The organization wide EL coordinator will have the responsibility to lead and monitor this project. Next steps include development of an organization wide driver diagram (theory of action), implementation of a data sharing plan, and organization of the school level EL coordinators to implement change ideas and constant monitoring of effectiveness of these ideas.

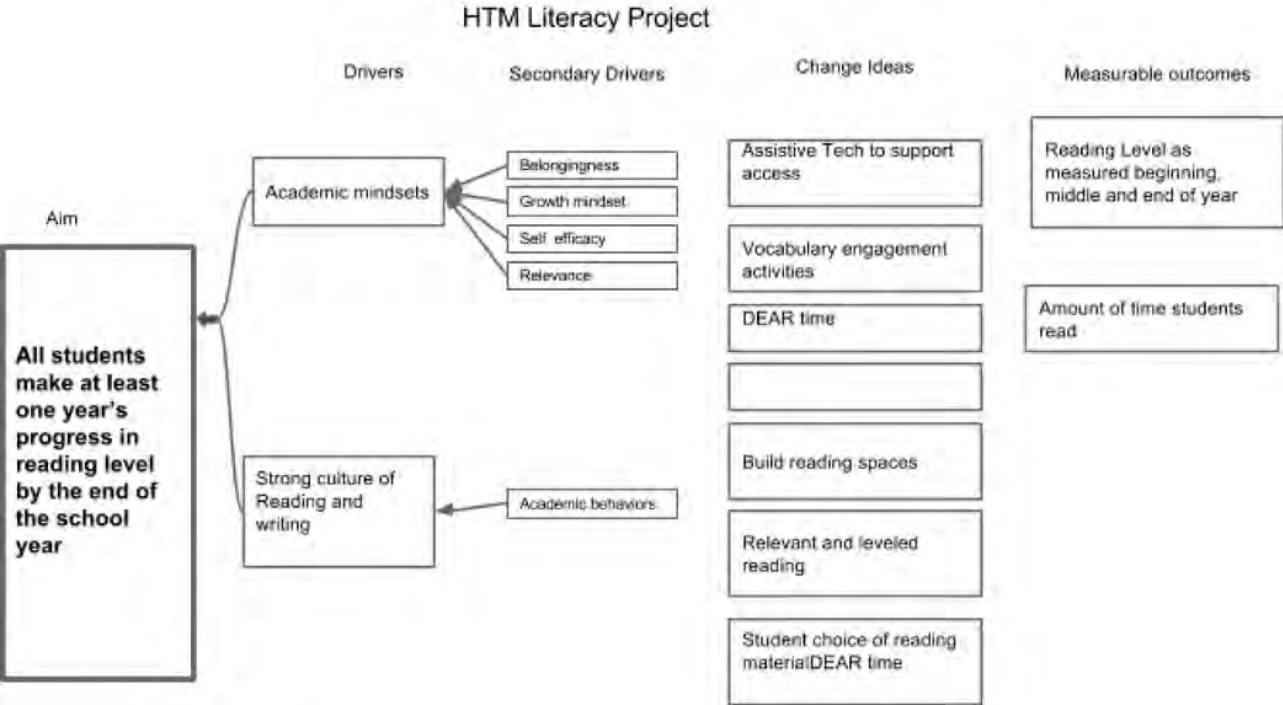
While the project has just begun, it will include monitoring data such as:

- CELDT scores for all ELs
- Progression of Long Term ELs
- ELs earning a C or below in core academic classes

A draft of the literacy driver diagram is available in the Appendix.



Appendix -- Draft driver diagram



**Appendix C – DM SELPA Local Plan Approved 09-29-14**

Desert/Mountain SELPA

# Special Education Local Plan

April 2014

Gary S. Thomas, Ed.D, County Superintendent  
Ronald J. Powell, Ph.D, Administrator  
17800 Highway 18 · Apple Valley · CA 92307

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**CHAPTER I**  
**CERTIFICATION OF PARTICIPATION, COMPATIBILITY**  
**AND COMPLIANCE ASSURANCES**

## CERTIFICATION OF PARTICIPATION, COMPATIBILITY, AND COMPLIANCE ASSURANCES

### SED-LP-1

1. Check one, as applicable: ☐ Single District ☒ Multiple District ☐ District/County

CDS Code / SELPA Code 36--	SELPA Name Desert/Mountain SELPA	Application Date April 11, 2014
SELPA Address 17800 Highway 18.	SELPA City Apple Valley	SELPA Zip 92307
2. Name SELPA Administrator (Print) Ronald J. Powell, Ph.D.		SELPA Administrator's Telephone Number (760) 242-6333

### 3. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name San Bernardino County Superintendent of Schools	Name/Title of RLA Superintendent Gary S. Thomas, Ed.D.	Telephone Number (909) 386-2406
RLA/AU Street Address 601 North E Street	RLA/AU City San Bernardino	RLA/AU Zip 92415
Date of Governing Board Approval April 11, 2014		

### 3. CERTIFICATION OF ASSURANCES

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code (EC)*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Signature of RLA Superintendent \_\_\_\_\_ Date \_\_\_\_\_

### 4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name San Bernardino County Superintendent of Schools	Name of County Superintendent or Authorized Representative Gary S. Thomas, Ed.D.	Title County Superintendent
Street Address  601 North E Street	Signature of County Superintendent or Authorized Representative	Date
City San Bernardino	Zip 92415	Telephone Number (909) 386-2406

### 5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

### FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: \_\_\_\_\_ By: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
<b>CAC signature and verification:</b>	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;		
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;		
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);		
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.		
<b>CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE</b>		
Signature of CAC Chairperson	Date	
Name of Chairperson (print)	Telephone Number	

If you checked [ ✓ ] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

**CHAPTER II**  
**ASSURANCE STATEMENT**



# Desert/Mountain Special Education Local Plan Area

RONALD J. POWELL, Ph.D., SELPA Administrator

## SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY(LEA) ASSURANCE STATEMENT

### **1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

### **2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))**

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

### **3. CHILD FIND (20 USC § 1412 (a)(3))**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

### **4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from

his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. EVALUATION (20 USC § 1412 (a)(7))**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. CONFIDENTIALITY (20 USC § 1412 (a)(8))**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**9. PART C, TRANSITION (20 USC § 1412 (a)(9))**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and

family.

#### **10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

#### **11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))**

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

#### **12. INTERAGENCY (20 USC § 1412 (a)(12))**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

#### **13. GOVERNANCE (20 USC § 1412 (a)(13))**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

#### **14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))**

It shall be the policy of this LEA to ensure that personnel providing special education

related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

#### **15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

#### **16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

#### **17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

#### **18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

#### **19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any

policies and/or regulations needed to comply with Part B of the IDEA.

**20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))**

(Federal requirement for State Education Agency only)

**21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))**

(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))**

(Federal requirement for State Education Agency only)

**27. DATA (20 USC § 1418 a-d)**

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

**28. READING LITERACY (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations, Desert/Mountain SELPA certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 *CFR*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 11th day of April, 2014.

Signed: \_\_\_\_\_

Gary S.Thomas, Ed.D.

Title: County Superintendent of Schools

**CHAPTER III**  
**GOVERNANCE AND ADMINISTRATION**



## **Description of Governance & Administration of the Plan E.C. 56205(a)(12)(A) and 56195.1**

### **A. PURPOSE**

The Desert/Mountain Special Education Local Plan Area (Desert/Mountain SELPA) is a service area composed of participating Local Education Agencies (LEAs) and is the governance structure responsible for the implementation of the provisions of the Local Plan. By participating in the Desert/Mountain SELPA, participating LEAs agree to the roles and responsibilities for the provision of special education and related services within the service area as specified in the Local Plan. Pursuant to E.C. § 56026.3 a local educational agency means a school district, a county office of education, a charter school participating as a member of a special education local plan area, or a special education local plan area. Participating LEAs in the Desert/Mountain SELPA include school districts, the Office of the San Bernardino County Superintendent of Schools, LEA Charter Schools (including LEA Charter Schools located outside of the geographic boundaries of the Desert/Mountain SELPA) and the Desert/Mountain SELPA. Participating LEAs join together for the purpose of adopting a plan for providing access to quality educational programs and services appropriate to the needs of each eligible student with a disability enrolled in participating LEAs.

The California Association of Health and Education Linked Professions JPA (CA HELP JPA), through the Governance Council, is the governing body of the Desert/Mountain SELPA. The CA HELP JPA Governance Council may consider changes or amendments to the permanent portion of the Local Plan at any time. The CA HELP JPA Governance Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by the Executive Council of the Desert/Mountain SELPA, and all LEA governing boards. For out-of-geographic LEA Charters, Chief Executive Officer (CEO) may be substituted for Superintendent and noted as the official responsible in the administration of the SELPA Local Plan including all federal and state requirements.

### **Governance Structure**

#### **General Description**

Participating LEAs of the Desert/Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services and to assure equal access to such programs and services to eligible persons with disabilities requiring special education within the Desert/Mountain SELPA. The CA HELP JPA Governance Council shall be the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CA HELP JPA Governance Council under the authority of the adopting LEA board

have the same status and authority as other LEA board policy. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

For Charter LEAs that are out-of-geographic boundaries of the Desert/Mountain SELPA catchment area (San Bernardino County), the SELPA governing board shall ensure that these Charter LEAs have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the SELPA office, may enter into a memorandum of understanding and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and re-evaluation.

The function of the SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible child with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charter Schools are responsible for the management and supervision of all special education program operations within the SELPA. All such programs are to be operated in a manner consistent with the funding provisions of Education Code, IDEA, other applicable laws and the SELPA policies and procedures.

Some Charter LEAs are outside of the geographic boundaries of the Desert/Mountain SELPA. The CEOs of all of the LEA Charter Schools outside of the geographic boundaries are responsible for the management and supervision of all special education program operations. To this end, the SELPA will provide technical assistance in ensuring that the out-of-geographic Charter LEAs have the support necessary to fulfill their legal obligations under Education Code, IDEA, other applicable laws and the SELPA policies and procedures.

This Local Plan is a joint effort of the Office of the San Bernardino County Superintendent of Schools and participating LEAs, including Charter LEAs that are out of geographic SELPA boundaries. Participating LEAs work in cooperation with the Office of the San Bernardino County Superintendent of Schools to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools and juvenile court schools within the Desert/Mountain SELPA will have access to appropriate special education programs and related services. The SELPA will ensure and provide support to the LEAs that are out of

the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

The Desert/Mountain SELPA office is designated as the entity responsible for the implementation of the policies and decisions of the CA HELP JPA Governance Council, the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

The Office of the San Bernardino County Superintendent of Schools is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA, and the Governance Council may change the RLA and AU in its discretion and in accordance with California law.

All structural changes within the organization of the SELPA, including changes in governance, are decided through deliberations of the CA HELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CA HELP JPA Governance Council. However, most concerns are managed within various committee interactions. SELPA Executive Council is comprised of Superintendents and CEOs of LEAS of the Desert/Mountain SELPA and will make decision for operations, directly and acting through the CA HELP JPA Governance Council. The SELPA Steering Committee examines program issues and staffing needs and advises the CA HELP JPA Governance Council regarding the adoption of the Annual Service Plan. The SELPA Finance Committee examines fiscal issues and advises the CA HELP JPA Governance Council regarding the adoption of the Annual Budget Plan. If necessary, recommendations regarding policies, procedures and the implementation of the Local Plan can be given to the SELPA Administrator for ultimate consideration by the CA HELP JPA Governance Council.

The Desert/Mountain SELPA is governed by the CA HELP JPA Governance Council. The CA HELP JPA Governance Council shall be advised by the Desert/Mountain SELPA Administrator who shall, in turn, be advised by the SELPA Executive Council, SELPA Steering Committee, the SELPA Finance Committee, and the Community Advisory Committee (CAC). The SELPA Administrator is responsible to ensure that all aspects of the approved SELPA Local Plan are implemented according to the approved CDE Local Plan and by the CA HELP JPA Governance Council.

#### **CA HELP JPA Governance Council**

The administering agency shall be the CA HELP JPA acting through its Governance Council. The Governance Council shall be comprised of not less than seven (7) representatives. The Governance Council shall be comprised of three (3) representatives from Desert/Mountain Special Education Local Plan Area, two (2) representatives from

Desert/Mountain Charter Special Education Local Plan Area, and two (2) representatives from Desert/Mountain Children's Center (as appointed by the Desert/Mountain Special Local Education Plan Area). A majority of the representatives on the Governance Council shall constitute a quorum. The number of members of the Governance Council, terms of office, and the appointment of other advisory bodies or committees, shall be governed by the Bylaws.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with exceptional needs and to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all SELPA funds and provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with exceptional needs, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CA HELP JPA.

Policies governing the Desert/Mountain SELPA shall be adopted by the CA HELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and non-public agencies and members of the public at large. Individuals wishing an opportunity to address the CA HELP JPA Governance Council on a particular agenda item or have the Council consider a topic are invited to complete a *Request to Address the CA HELP JPA Governance Council* form.

The CA HELP JPA Governance Council shall review the Desert/Mountain SELPA Local Plan and recommend modifications as necessary. The Desert/Mountain SELPA Administrator, with the SELPA Executive Council and Steering Committee, shall assist the CA HELP JPA Governance Council with these reviews.

The SELPA CA HELP JPA Governance Council may initiate and carry on an activity, or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain Special Education Local Plan Area is established.

The CA HELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation and operation. Council members shall be involved in the budget review and approval process for the Local Plan. The County Superintendent of Schools as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Special Education Local Plan Area staff to meet the program and service requirements necessary for the implementation of the SELPA Local Plan as determined by the CA HELP JPA Governance Council.

### Responsibilities of the CA HELP JPA Governance Council

The CA HELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration and operation of special education programs in accordance with the Local Plan.
2. Review and approve all SELPA policies, procedures, standards, and guidelines.
3. Review, approve, and monitor the allocation of special education funds to local education agencies through the Annual Budget Plan process.
4. Review, approve, and monitor all budgets assigned to the SELPA office.
5. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
6. Select and recommend to the Superintendent of the Responsible Local Agency a qualified candidate to be employed as the SELPA Administrator.
7. Evaluate the performance of the Desert/Mountain SELPA Administrator.
8. Determine and provide direction related to the personnel, program and service requirements necessary for the implementation of the Local Plan and allocation of Special Education funds.
9. Meet as often as necessary during the year to implement the business of the Special Education Local Plan Area and to provide the necessary direction and guidance to the SELPA Administrator.
10. Provide direction, consultation and technical assistance to the local education agencies and the Superintendent of the Responsible Local Agency.
11. Provide a consistent forum to develop, review and approve policy recommendations, which are submitted to the Board for consideration.
12. Approve interagency agreements.

13. Designate participants for the SELPA Executive Council, Steering Committee, and Finance Committee.
14. Establish and promote a Community Advisory Committee.
15. Receive recommendations from the CAC, Executive Council, Steering Committee, LEA Boards, and other concerned agencies and individuals.
16. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs.
17. Annually evaluate the Local Plan implementation and operations.
18. Undertake such additional activities as permitted under the Joint Powers Authority Agreement and Bylaws, California law and the Local Plan

### **SELPA Executive Council**

The SELPA Executive Council shall consist of the superintendent/CEO of each participating LEA of the Desert/Mountain SELPA including Charter LEAs that are out of the geographic boundaries of the SELPA.

The SELPA Executive Council will provide input on and make decisions, as appropriate, for the operations of the Desert/Mountain SELPA, and act through and under the CA HELP JPA Governance Council.

### **Administration of the Local Plan**

#### **The SELPA Steering Committee**

Each participating LEA shall appoint an appropriate administrator of special education programs to membership on the SELPA Steering Committee. The SELPA Steering Committee may be requested by the CA HELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The SELPA Steering Committee meets on a regular basis. The SELPA Administrator serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

#### **Responsibilities of the SELPA Steering Committee**

The duties of the SELPA Steering Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CA HELP JPA Governance Council.
2. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan.
3. Develop procedures and recommendations for programs and services for review, modification, and approval by the CA HELP JPA Governance Council.
4. Develop, review and/or modify an annual budget for SELPA operations, including Regional Services, Program Specialists and other SELPA administrative budgets prior to review, modification, and approval by the CA HELP JPA Governance Council.
5. Recommend and monitor staff development training programs, including parent education activities.
6. Provide recommendations for membership for the Community Advisory Committee.
7. Develop, review and/or modify the Annual Service Plan prior to adoption by the CA HELP JPA Governance Council.
8. Develop, review and/or modify the Annual Budget Plan prior to adoption by the CA HELP JPA Governance Council.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Steering Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Steering Committee, SELPA Executive Council or CA HELP JPA Governance Council, as appropriate.

#### **The SELPA Finance Committee**

Each participating LEA shall appoint an appropriate administrator of special education programs and/or an administrator who is knowledgeable in the area of special education finance to the SELPA Finance Committee. The SELPA Finance Committee meets on a regular basis. The SELPA Administrator serves as the chairperson of the committee and

is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

#### Responsibilities of the SELPA Finance Committee

The duties of the SELPA Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the CA HELP JPA Governance Council.
2. Review and make recommendations to the CA HELP JPA Governance Council regarding decisions that impact the finances of local education agencies.
3. Develop, review and/or modify the Annual Budget Plan prior to adoption by the CA HELP JPA Governance Council.
4. Review, modify and recommend an annual budget for SELPA operations, including Regional Services, Program Specialists and other SELPA administrative budgets prior to review, modification, and approval by the CA HELP JPA Governance Council.

The SELPA Finance Committee may be requested by the CA HELP JPA Governance Council or SELPA Executive Council to provide advice or assistance in other areas as needs are identified within the SELPA.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Finance Committee, SELPA Executive Council, or CA HELP JPA Governance Council as appropriate.

#### **Distribution of Federal and State Funds**

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the CA HELP JPA Governance Council as permitted under the Joint Powers Agreement and Bylaws, and California and Federal law..



### **Responsibilities for Distribution of Federal and State Funds**

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CA HELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CA HELP JPA Governance Council. The Annual Budget Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval by the CA HELP JPA Governance Council.

State and Federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (Administrative Unit), unless otherwise directed by the CA HELP JPA Governance Council. The SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

### **Monitoring the Use of State and Federal Funds**

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator, with the assistance of the Steering Committee, the Finance Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CA HELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain SELPA monitors the distribution and appropriate use of funds and

shares this information with the Steering/Finance Committees. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The SELPA Administrator shall be permitted to monitor the LEAs' special education program implementation to insure compliance in all areas including finance, service delivery and legal requirements.

If the SELPA Administrator, or designee, determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the SELPA Administrator may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CA HELP JPA Governance Council. The decision of the CA HELP JPA Governance Council shall be final.

### **Procedures for Changes in the Governance Structure**

Any changes in the governance structure of the Desert/Mountain SELPA, are subject to specific provisions of Education Code Sections 56140, 56195, et. seq., 56195.1 et. seq., and 56205 et. seq.

1. Any Local Education Agency may elect to pursue an alternative option from those specified in the Education Code Section 56195.1 by notifying the CDE, SELPA and County Superintendent at least one year prior to the date the alternative plan would become effective (E.C. 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent of the county which would have LEAs as participating agencies in the alternative plan (E.C. 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (E.C. 56140(b)).
4. If the County Superintendent does not approve an alternative plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEA(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b)(2)).

5. Any alternative plan to be submitted by an LEA or group of LEAs currently participating in the Desert/Mountain SELPA must meet the standards established by the State Board of Education.

**Request for SELPA Membership-LEAs and Charter Schools: E.C. 56203, 56203(b), 56203(c), 56207.5, 56207.5(a), 56207.5(b), 56207.5(c) and 56195.1(c)(2)(f)**

A request by a Charter School to participate as a Local Education Agency (LEA) in the Desert/Mountain SELPA will not be treated differently from a similar request made by an LEA. In reviewing and approving a request by an LEA or Charter School to participate as an LEA, the following requirements shall apply:

1. The LEA or Charter School shall participate in State and Federal funding for special education and the allocation policy adopted by the CA HELP JPA Governance Council in the same manner as other participating LEAs of the SELPA.
2. The LEA or Charter School shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
3. The approval of additional members to the Desert/Mountain SELPA by the CA HELP JPA Governance Council shall follow guidelines as specified in the Policy and Procedure Manual.

In the event of lack of agreement among Governance Council members regarding the participation of members in the Desert/Mountain SELPA, it shall be the responsibility of the SELPA Administrator to resolve the conflict. If the conflict regarding the participation of members in the Desert/Mountain SELPA cannot be resolved satisfactorily, the issue may be appealed to the CA HELP JPA Governance Council for a hearing on the matter. The decision of the CA HELP JPA Governance Council shall be final.

**Description of the Responsibilities of Each Participating LEA Governing Board and  
County Office in the Policy Making Process  
E.C. 56205(a)(12)(D)(i-ii) and 56195.1**

**B. General Description**

The CA HELP JPA Governance Council comprised of three (3) representatives from Desert/Mountain Special Education Local Plan Area, two (2) representatives from Desert/Mountain Charter Special Education Local Plan Area, and two (2) representatives from Desert/Mountain Children's Center (as appointed by the Desert/Mountain Special Local Education Plan Area). has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Smooth and efficient implementation and operation of the Local Plan continues to be a priority of the Steering Committee, which is composed of Special Education Administrators of each participating LEA and the Area Director of the San Bernardino County Superintendent of Schools Office. This structure facilitates the development of an efficient management process that will allow control, direction, and management of the various activities required by the Local Plan.

**Responsibilities of Participating Local Education Agencies**

Local Education Agencies, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating agencies. Participating agencies may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the regular educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within the SELPA or through additional contractual

arrangements with LEAs outside of the SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available throughout the Desert/Mountain SELPA.

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities, it shall be the responsibility of the SELPA Administrator to resolve the conflict. If the conflict regarding the responsibility of specific LEAs for the provision of services to students with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the decision of the SELPA Administrator to the CA HELP JPA Governance Council for a hearing on the matter. The decision of the CA HELP JPA Governance Council shall be final.

### **Withdrawal from the SELPA (Education Code 56195.3(b))**

Each participating LEA will cooperate with the county office and other LEAs in the SELPA in planning its option under EC 56195.1 and notify the department, impacted special education local plan areas, and participating county offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the county office for review in accordance with guidelines approved by the CA HELP JPA Governance Council.

Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the Desert/Mountain SELPA shall be born entirely by the LEA initiating the change.

### **Local Education Agency Governing Boards**

The Boards of Education of the LEAs and the elected Superintendent of the Office of the County Superintendent of Schools, in representing the involved communities, have overall responsibility for implementation and operation of the Local Plan. Policymaking responsibilities are fulfilled by the County Superintendent and local boards' review/approval of the Local Plan.

All LEA Boards of Education and the Superintendent of the Office of the San Bernardino County Superintendent of Schools shall have responsibility for the final approval of the Local Plan for special education and significant revisions of that Local Plan. Additionally, they shall have final approval of the appointment of parents in their

communities to serve on the Community Advisory Committee.

### Responsibilities of Local Education Agency Governing Boards

Additional responsibilities include:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Operate local programs consistent with applicable State and Federal laws and regulations and SELPA-adopted policies and procedures and the SELPA Local Plan.
3. Develop and adopt policies for the operation of the LEA, which are consistent with those of the SELPA and which promote access to appropriate programs and services for all children with disabilities.
4. Provide suitable housing for special education programs maintained by the LEA.
5. Review and approve the Desert/Mountain SELPA Local Plan for Special Education prior to approval by the State Board of Education.
6. By approving the Local Plan, enter into an Agreement for Participation with other local education agencies participating in the plan, for the purpose of the delivery of regional services and programs as appropriate.
7. Participate in the governance of the Desert/Mountain SELPA through their designated representatives to the CA HELP JPA Governance Council. The governing boards provide the CA HELP JPA Governance Council with the authority to act as the board designee to approve and amend policies as necessary.
8. Appoint members to the Community Advisory Committee.

### **Local Education Agency Superintendents/CEOs**

The LEA superintendent/CEO represents the LEA as a member of the Desert/Mountain SELPA Board of Directors and provides a liaison function between the LEA governing board and the SELPA Board of Directors. The LEA superintendent/CEO provides leadership within the LEA in support of special education programs.

### Responsibilities of the LEA Superintendents/CEOs

1. Provide leadership within the Local Education Agency in support of special education programs.
2. Represent the Local Education Agency as a member of the SELPA Executive Council and CA HELP JPA Governance Council if appointed.
3. Act as a liaison between the governing board of the Local Education Agency and the SELPA Executive Council and CA HELP JPA Governance Council if appointed, transmitting suggestions for the development and/or changes of policy to the CA HELP JPA Governance Council and vote upon such matters in accordance with direction from the Local Education Agency governing boards.
4. Advise the Local Education Agency governing boards of policies adopted by the CA HELP JPA Governance Council and provide the governing boards with copies of such policies.
5. Recommend the adoption of Local Education Agency Special Education policies to the governing boards.
6. Annually recommend to the governing board the modifications of Local Education Agency special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans submitted to the SELPA.

### **Local Education Agency Special Education Administrators**

The LEA Special Education Administrators are responsible for the operation of Local Education Agency programs to ensure that all eligible children with disabilities receive appropriate services.

### Responsibilities of the LEA Special Education Administrators

The responsibilities of LEA Special Education Administrators include:

1. Advise the SELPA Administrator and the CA HELP JPA Governance Council regarding the status, accomplishments and needs of special education programs operated within the Local Education Agencies.

2. Provide leadership and support through interdistrict relationships to implement the Local Plan, including any regionalized programs and services.
3. Act as liaison with parents, community resources, other Local Education Agencies, the SELPA Administrator, and the CA HELP JPA Governance Council.
4. Coordinate and facilitate the day-to-day participation of LEA special education personnel and utilize other available LEA resources to improve special education services in accordance with the provisions of the Local Plan and decisions made by the CA HELP JPA Governance Council.
5. Provide technical advice and assistance to the CA HELP JPA Governance Council and the SELPA Administrator.
6. Gather, interpret, and report data regarding the implementation, administration and operation of the Local Plan.
7. Coordinate and facilitate the provision of Local Education Agency special education services in accordance with the provisions of the Local Plan and decisions made by the CA HELP JPA Governance Council.
8. Advise the SELPA Administrator of the annual program needs of the Local Education Agency to be considered in the development of the annual budget plan and the annual service plan and recommend programs and services to be considered for inclusion in the Regional Services Program budget.



**Implementation of Administrative Functions (Education Code 56195(b)(3)(c)(2),  
56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))**

**C. Designation of the Responsible Local Agency**

The Office of the San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the Desert/Mountain SELPA. The Governance Council may, in its discretion, change the RLA as permitted under the Joint Power Agreement, Bylaws, Local Plan and California law.

Responsibilities of the RLA

The RLA shall be responsible for functions as specified under E.C. 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CA HELP Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the Special Education Local Plan Area Administrator. The Executive Council, Steering Committee, and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Special Education Local Plan Area. The budget shall be submitted to the CA HELP JPA Governance Council by the Special Education Local Plan Area Administrator for review and approval.
2. Provision of administrative support.
3. Coordination and implementation of the Local Plan.
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CA HELP JPA Governance Council.
5. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
6. The employment of staff as designated by the CA HELP JPA Governance Council to support SELPA functions.

The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

### **Selection, Employment and Evaluation of the SELPA Staff**

The governing boards of each of the participating local education agencies agree to invest the CA HELP JPA Governance Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the CA HELP JPA Governance Council shall identify the need for and designate the positions necessary for the operation of the SELPA functions according to this policy.

The Special Education Local Plan Area Administrator shall be responsible for recommending the employment of SELPA personnel to carry out those functions described in the Local Plan.

The CA HELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CA HELP JPA Governance Council designates the staffing for the SELPA office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Administrator according to the Responsible Local Agency's policy and practices. The SELPA Administrator shall use a selection process that is in accordance with the law and personnel policies of the Responsible Local Agency.

Special Education Local Plan Area employed personnel shall be subject to the administrative procedures and policies in operation within the San Bernardino County Superintendent of Schools Office, including, but not limited to, hiring, supervision, evaluation and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Special Education Local Plan Area employed personnel.

### **SELPA Administrator**

The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process regarding the implementation of the Local Plan. The SELPA Administrator's role includes the provision of information, specific services identified by the CA HELP JPA Governance Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests

of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The CA HELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the SELPA Administrator. The CA HELP JPA Governance Council shall be assisted in the hiring and selection process by the Responsible Local Agency.

The SELPA Administrator is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CA HELP JPA Governance Council. The SELPA Administrator is evaluated by a joint committee comprised of the Chair of the CA HELP JPA Governance Council and at least two other superintendents/CEOs from the CA HELP JPA Governance Council. The evaluation is confirmed by a vote of the CA HELP JPA Governance Council.

The SELPA Administrator shall have responsibility for the coordination of all Special Education Local Plan Area activities.

#### Responsibility of the SELPA Administrator

The Desert/Mountain SELPA Administrator shall serve as the chief administrator of the SELPA to coordinate the implementation of the Local Plan for Special Education on behalf of participating LEAs including the following:

1. Provide overall coordination of the Local Plan implementation.
2. Provide leadership for Special Education within the Desert/Mountain SELPA.
3. Serve as the Executive Secretary to the CA HELP JPA Governance Council; as Secretary the Administrator shall:
  - a) prepare and handle the CA HELP JPA Governance Council's meeting agenda;
  - b) prepare and handle the CA HELP JPA Governance Council;s meeting minutes;
  - c) handle and care for all Special Education Local Plan Area and CA HELP JPA Governance Council's records and documents (records custodian); and
  - d) prepare a tentative calendar of the CA HELP JPA Governance Council's meetings for the ensuing year for the consideration of the CA HELP JPA Governance Council at a regular meeting in early Spring.
4. Initiate proposed policies for adoption by the CA HELP JPA Governance Council.
5. Report, on an annual basis, the status of the Local Plan implementation.

6. Develop the annual income and expenditure budgets for the Special Education Local Plan Area.
7. Develop and implement procedures for operation within the Special Education Local Plan Area.
8. Serve as the Chairperson of the Steering Committee.
9. Serve as the Chairperson of the Finance Committee.
10. Serve as the Chairperson of Ad Hoc Committees as designated by the CA HELP JPA Governance Council.
11. Evaluate Special Education Local Plan Area staff, as appropriate.
12. Serve as an ex officio member of the Community Advisory Committee, including the responsibility to respond to items and concerns of that group.
13. Represent the SELPA on the Region 10 Coordinating Council.
14. Review special education forms to assure compliance with the law.
15. Coordinate the compliance review process.
16. Coordinate development of fiscal policies and administer the utilization of the SELPA "X-Pot".
17. Implement the regionalized services of the SELPA:
  - a) Administer staff development programs.
  - b) Coordinate program review.
  - c) Supervise data collection, information management and reporting.
  - d) Coordinate curriculum and program development.
  - e) Coordinate ongoing monitoring of Local Plan implementation through program review.
  - f) Coordinate ongoing comprehensive evaluation of special education programs.
  - g) Assign, supervise and evaluate Program Specialists and other SELPA staff.
  - h) Other matters related to the representation and operation of the SELPA.
18. Assist in the development of the annual budget plan and annual SELPA operations budget.
19. Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
20. Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures.
21. Complete reports for the Desert/Mountain SELPA and individual LEAs in accordance with State priorities criteria, and Education Code Sections 56220(c)(I), 56368, 56780.
22. Apply for discretionary funds and other grants that become available to the Desert/Mountain SELPA.
23. Monitor the appropriate use of federal, state, and local funds allocated for special education programs. {56205 (a)(12)(D)(ii)(IV)]
24. Prepare and submit to the State Department of Education all reports required for the Desert/Mountain SELPA. [56205(a)(12)(D)(ii)(V)]

25. Develop and coordinate the implementation of agreements and contracts with nonpublic schools and agencies providing services to students with disabilities.
26. Develop and coordinate the implementation of agreements with other SELPAs and agencies.
27. Provide for the ongoing evaluation of the effectiveness of special education programs and services and identify special education program and service needs for the Desert/Mountain SELPA.
28. Request input from the LEAs regarding regionalized and program specialist services.
29. Coordinate and facilitate the establishment of Desert/Mountain SELPA standards, procedures, processes and regulations for the implementation of the Local Plan.
30. Provide technical assistance to LEAs in due process and complaint procedures and represent or designate appropriate personnel to represent the SELPA in due process and complaint procedures.
31. Act as a liaison between and among the Desert/Mountain SELPA, the State Department of Education, the CA HELP JPA Governance Council, the SELPA Executive Council, the SELPA Steering Committee, the Community Advisory Committee, Federal Departments and elected government officials.
32. Update the CA HELP JPA Governance Council, the SELPA Executive Council, the SELPA Steering Committee and the SELPA Finance Committee on legislative changes, proposals, trends, and related concerns.

### **SELPA Staff**

The CA HELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CA HELP JPA Governance Council designates the staffing for the SELPA Office upon recommendation of the Steering Committee.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices. The SELPA Administrator shall use a selection process that includes representation from the SELPA, and the Steering Committee and other LEA and/or community representatives as appropriate.

### **Program Manager-Individual Protections**

The description of due process procedures in Education Code Sections 56500 – 56509, for purposes of Code of Federal Regulations, 34 C.F.R. 300.500 – 300.520, is hereby included in the Local Plan by reference.

The Program Manager-Individual Protections assists and/or conducts the procedures involved in due process hearings, complaints, and investigations for all participating LEAs within the SELPA including LEAs that are out of geographic boundaries. Inherent to this assignment is dissemination of information and initiation of procedures that ensure compliance with all parent/child rights and requirements. These include availability of parent/child rights notices, equal access to programs, correction of identified program/service problems, and compliance with mandated timelines for assessment and placement of children.

#### Responsibilities of the Program Manager-Individual Protections

The responsibilities of the Program Manager-Individual Protections shall include but not be limited to:

1. Coordinate Inter/Intra-SELPA program placements.
2. Develop, review and revise interagency agreements.
3. Coordinate consultant/expert witness contracting.
4. Negotiate contracts and coordinate services, oversight and evaluation of nonpublic schools.
5. Negotiate contracts and coordinate services, oversight and evaluation of private services/nonpublic agencies (NPA).
6. Coordinate independent educational evaluations.
7. Develop, review and revise compliance procedures within all SELPA participating LEAs, including those that are out of geographic boundaries.
8. Advise LEAs, including those that are out of geographic boundaries, regarding compliance procedures and changing legislation.
9. Assist LEAs, including those that are out of geographic boundaries, in complaint/mediation procedures.
10. Represent LEAs, including those that are out of geographic boundaries, in due process proceedings as appropriate.
11. Coordinate legal assistance and representation for participating LEAs, including those that are out of geographic boundaries.

Any LEA failing to adhere to SELPA advice regarding state and federal law relative to the IEP development process shall bear any and all subsequent due process or private contracting costs associated with said independent actions. The Desert/Mountain SELPA notification of fiscal responsibility shall be in the form of a written formal memo directed to the LEA special education administrator with a copy to the superintendent/CEO.

Any LEA wishing to appeal this decision by the SELPA Administrator shall request the matter be placed on the agenda at a SELPA Steering Committee meeting with a subsequent recommendation to the CA HELP JPA Governance Council for final action.

All contacts with SELPA-retained attorneys or legal consultants shall be made only after approval of the SELPA Administrator, or designee. Any LEA initiating contact with a legal advisor without prior approval will bear the cost of the contract.

### **Program Manager-Regional Services**

The Program Manager-Regional Services interacts with all LEAs, including those that are out of geographic boundaries, to determine staff development needs, initiates training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the SELPA Steering Committee as well as with various teacher/administrator groups.

#### **Responsibilities of the Program Manager-Regional Services**

The responsibilities of the Program Manager-Regional Services shall include but not be limited to:

1. Coordination of program specialist services.
2. Coordination of SELPA personnel development activities.
3. Develop, facilitate, implement and evaluate SELPA staff development programs.
4. Facilitate the alignment of curriculum between special education and general education.
5. Evaluate the effectiveness of programs for students with disabilities.
6. Coordinate the implementation of grant and contract funded services to students with disabilities.

## **Fiscal and Budget Management Services**

The Desert/Mountain SELPA shall provide for fiscal and budget management services in order to coordinate and monitor the receipt and distribution of federal and state funds for special education. This person performs the business management functions of the SELPA and acts as a fiscal consultant to participating LEAs, including those that are out of geographic boundaries, regarding special education funding issues. These services include analysis of expenditure and program data to improve the efficiency and effectiveness of special education programs as well as the analysis of the impact of legislative proposals on LEA and SELPA budgets.

### Responsibilities of Fiscal and Budget Management Services

Fiscal and Budget Management Services include, but are not limited to:

1. Develop, review and administer the fiscal and accounting functions of the SELPA.
2. Prepare Special Education fiscal and accounting reports required by the state.
3. Develop and recommend funding allocation models for the equitable distribution of special education revenues.
4. Plan, organize and implement the budget development process.
5. Prepare multi-year revenue and expenditure forecasts and trend analysis.
6. Analyze, review and recommend fiscal implications in response to legislative proposals and demographic trends.
7. Analyze and interpret statistical and financial information related to special education revenue and expenditure data.
8. Develop, review and recommend strategies for the reduction of LEA encroachment and the efficient operation of special education programs.
9. Monitor the distribution and utilization of special education funds according to the approved SELPA funding allocation plan and the Annual Budget Plan for the LEAs, including those that are out of geographic boundaries.



## **Program Specialists**

The program specialists are employed by the RLA for employment purposes, and serve the SELPA under the direction of the SELPA Administrator. The CA HELP JPA Governance Council designates the number and type of specialists upon recommendation of the Executive Council and Steering Committee and approves the SELPA budget for its expenditures.

### Qualifications of Program Specialists

A program specialist shall hold a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and have advanced training and related experience in the education of students with disabilities and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

### Responsibilities of Program Specialists

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to LEAs and to students in the SELPA, including those that are out of geographic boundaries. Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff, including those that are out of geographic boundaries.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities, including those that are out of geographic boundaries.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in IEP team meetings, including those that are out of geographic boundaries, where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations

as well as programs and appropriate interventions available throughout the SELPA.

7. Assist LEAs, including those that are out of geographic boundaries, in the determination of appropriate special education programs and services to ensure that students with disabilities have full educational opportunities regardless of the district of residence.
8. Assist in developing training for parents and members of the Community Advisory Committee.
9. Provide staff development training and technical assistance for general and special education teachers, administrators, support staff and parents, including those that are out of geographic boundaries.
10. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Inland Regional Center, California Children's Services, and the Probation Department including those that are out of geographic boundaries.

**Regionalized Services and Operations**  
**E.C. 56205(a)(12)(B) and 56368.23**

The SELPA Administrator, in coordination with participating LEAs, including those that are out of geographic boundaries, implements the Local Plan including the following regional services and operations:

1. Coordination of the SELPA and the implementation of the Local Plan.
2. Coordination of a system of identification and assessment.
3. Coordination of a system of procedural safeguards.
4. Coordination of general and special education personnel development opportunities and parent education.
5. Coordination of a system of curriculum development and alignment with the core curriculum.
6. Coordination of a system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
7. Coordination of a system of data collection and management to facilitate State and Federal reporting requirements.
8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's institutions and foster family homes.
11. Preparation and transmission of required special education local plan area reports, including program and fiscal reports.
12. Fiscal and logistical support of the Community Advisory Committee.
13. Coordination of transportation services for children with disabilities.
14. Coordination of career, vocational education and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of State and Federal funds.
17. Direct instructional support provided by program specialists.
18. Direct support provided by clinical counselors.
19. Providing for Continuing Education Units.
20. Coordination of the distribution and assignment of specialized equipment and services for students with low incidence disabilities.
21. Preparation and coordination of contracts for nonpublic school and nonpublic agency services.
22. Representation on the Region 10 Coordinating Council.

### **Dispute Resolution (Education Code 56205(b)(5))**

In the event of a disagreement regarding the distribution of funding, responsibility for service provision and any other governance activities specified within the Local Plan, it is the intent of the CA HELP JPA Governance Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The CA HELP JPA Governance Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a LEA, including those that are out of geographic boundaries, disagrees with a decision or practice of another agency or the SELPA Office that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendent/CEO, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or the services of a neutral mediator from outside the SELPA. In the event the issue cannot be resolved either party may request review by the SELPA Executive Council, Steering Committee, or SELPA Finance Committee as appropriate. If the issue cannot be resolved with the recommendation of the SELPA Executive Council, SELPA Steering Committee, or SELPA Finance Committee, either party may request that the issue be placed on the agenda of the CA HELP JPA Governance Council for a hearing on the issues and ultimate resolution. The decision of the CA HELP JPA Governance Council shall be final.

**Community Advisory Committee (CAC)**  
**Public Participation/Certification**  
**E.C. 56205(a)(12)(C)**

**D. Selection of the Community Advisory Committee**

Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of: advising the SELPA Administrator regarding the development, amendment and review of the Local Plan; recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such other responsibilities as designated in the Local Plan. Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the Community Advisory Committee. Representatives from out of geographic charter schools will participate in CAC activities through video or telephone conferencing.

**Procedures for CAC Appointment**

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities.

Members shall include the following:

1. Parents – A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities.
2. School Personnel – School related members of the CAC include general education classroom teachers, special education classroom teachers and other school personnel.
3. Students with disabilities enrolled in special education programs.
4. Representatives of public and private agencies.
5. Others – Persons concerned with students with disabilities.
6. One member shall be appointed by the SELPA Steering Committee

### Responsibilities of the Community Advisory Committee

The Community Advisory Committee shall serve in an advisory capacity to the Desert/Mountain SELPA and shall act to:

1. Improve communications among students with disabilities, their parents/guardians and LEA staff.
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, SELPA, and legislative staff members.
3. Advise local, county, and state officials of the development, operation and review of the plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education.
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students.
6. Advise the SELPA Administrator and Steering Committee regarding the development and review of the Local Plan and review of programs under the Local Plan.
7. Make recommendations on annual priorities to be addressed under the Local Plan to the Steering Committee.
8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
9. Encourage public involvement in the development and review of the Local Plan.
10. Act in support of students with disabilities. Serve as liaison between the SELPA Administrator and the local communities.
11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance.

12. Submit an annual written report to the SELPA Administrator and the Steering Committee regarding progress of CAC projects.
13. Submit an annual written report to the SELPA Board. Apprise the CA HELP JPA Governance Council, as needed, on matters of community concern.
14. Become familiar with the laws pertaining to special education and students with disabilities.
15. Other duties and responsibilities as assigned by the CA HELP JPA Governance Council.

## **CHAPTER III**

### **LITERACY POLICY**



## **READING LITERACY**

The Desert/Mountain SELPA and participating LEAs are committed to the improvement of educational results for all students including those who require special education. The Desert/Mountain SELPA shall ensure that special education students will actively participate in the California Reading Initiative to the maximum extent appropriate and in the least restrictive environment. In order to support this initiative, the Desert/Mountain SELPA shall provide and/or facilitate staff development opportunities for special education instruction staff (as evidenced by annual professional development calendars) in at least the following areas of literacy:

- Information about current literacy and learning research
- State-adopted curriculum standards and frameworks
- Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to improve literacy and increase participation of students with disabilities in statewide assessments.

Full access shall be afforded to students with disabilities to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks, as well as instructional materials and support in order for students with disabilities to attain higher standards in reading.

The reading literacy policy applies to all LEAs, including those that are out of geographic boundaries.

## **CHAPTER V**

### **POLICIES / ADMINISTRATIVE REGULATIONS**

The Desert/Mountain SELPA has adopted Policies and Administrative Regulations as outlined on the list on page 49. The Policies set forth in full within this document are included to fulfill local plan document requirements.

## **Desert/Mountain SELPA Policies**

Chapter 1:	Identification and Referral
Chapter 2:	Evaluation and Assessment
Chapter 3:	Eligibility Criteria
Chapter 4:	Instructional Planning and the Individualized Education Program (IEP)
Chapter 5:	Supports and Services: A Continuum of Options
Chapter 6:	Student Promotion and Retention
Chapter 7:	Procedural Safeguards
Chapter 8:	Uniform Complaint Procedures
Chapter 9:	Transition Services
Chapter 10:	Positive Behavioral Interventions
Chapter 11:	Suspension and Expulsion
Chapter 12:	Interagency Agreements
Chapter 13:	Low Incidence Funding
Chapter 14:	State Special Schools
Chapter 15:	Student Records
Chapter 16:	State and District Assessment Programs
Chapter 17:	Other Public Education Program
Chapter 18:	Nonpublic Schools and Agencies
Chapter 19:	Private Schools Services
Chapter 20:	Provision of Healthcare Services
Chapter 21:	Civil Rights Protections and 504 Accommodations
Chapter 22:	Personnel Development
Chapter 23:	Guidelines for the Provision of Special Education Services in Charter Schools
Chapter 24:	Fiscal Allocation Plan
Chapter 25:	Guidelines for Independent Educational Evaluations (IEEs)

## **VI. ATTACHMENTS**

- a. List of Members of the Desert/Mountain SELPA – 2014 .....Page 51

## Attachment A

### Participating Local Education Agencies

- Academy for Academic Excellence Charter School
- Adelanto Elementary School District
- Apple Valley Unified School District
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Excelsior Charter School
- Explorer Elementary School
- Health Sciences Middle
- Health Sciences High and Middle College Charter School
- Helendale Elementary School District
- Hesperia Unified School District
- High Tech High
- High Tech International
- High Tech High Media Arts
- High Tech Middle Media Arts
- High Tech Middle School
- High Tech High Learning Statewide Benefit Charter School\*
- Lucerne Valley Unified School District
- Needles Unified School District
- Norton Space and Aeronautics Academy Charter School
- Oro Grande Elementary School District
- San Bernardino County Superintendent of Schools
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

\*High Tech High Statewide Benefit Charter School sites:

- High Tech High Chula Vista
- High Tech High Chula Vista Elementary
- High Tech High Chula Vista Middle
- High Tech High North County
- High Tech High Middle North County
- High Tech High Elementary North County

## **Appendix D – HTH Student Disciplinary Policies**

complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned and insofar as is possible. HTH will take appropriate corrective action, if warranted.

## **Disciplinary Actions**

### Overview of Disciplinary Actions

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

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

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

### Suspension and Expulsion as Disciplinary Actions

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

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

1. **Mandatory Suspension.** A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
2. **Discretionary Suspension.** A student may be suspended for any of the following offenses:
  - a. Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

- b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
  - c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
  - d. Physical assault including, but not limited to aiding or abetting in the same.
  - e. Damage to school or private property including, but not limited to attempted or caused damage.
  - f. Sexual harassment.
  - g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
  - h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
  - i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
  - j. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
  - k. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.
  - l. Violations of HTH conduct policies as articulated throughout the HTH Student-Parent Handbook.
3. Mandatory Expulsion. A student shall be expelled when it is determined that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
4. Discretionary Expulsion. A student may be expelled for any of the following offenses:
- a. Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
  - b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
  - c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
  - d. Physical assault including, but not limited to aiding or abetting in the same.
  - e. Damage to school or private property including, but not limited to attempted or caused damage.
  - f. Sexual harassment.
  - g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
  - h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
  - i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
  - j. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
  - k. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.
  - l. Violations of High Tech High conduct policies as articulated throughout the HTH Parent/Student Handbook.



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

### Authority to Impose Discipline

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

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

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

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

### Suspensions

- **Suspension Pending Investigation**

The School Director (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the School Director (or his/her designee) determines that a student is to be suspended, the School Director (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

- **Suspension Pending Expulsion Hearing**

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

- **Discipline Review Meeting**

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the School Director (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps.

If the School Director (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the School Director (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

### Expulsions

- **Expulsion Hearings**

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

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

- **Right to Appeal School Director's Determination**

The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the School Director's Expulsion Determination Letter to submit a written request of appeal to the Chief Executive Officer ("CEO") of High Tech High ("Written Appeal Request").

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

The committee shall convene a hearing on the appeal within ten (10) days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and HTH. That decision shall be final.



# Statewide Benefit Charter

## S e c o n d   R e n e w a l   P e t i t i o n

### Supplemental Materials



HIGH TECH HIGH

For Presentation to the California State Board of Education  
Submitted by HIGH TECH HIGH





## Facilities Design Principles

High Tech High schools follow our Educational and Facilities Design Principles. Responding directly to the needs of students, these Principles support the broad mission of preparation for the adult world and permeate every aspect of life at High Tech High.

The Educational Design Principles of Equity, Personalization, Authentic Work and Collaborative Design promote student engagement, small overall school size, a culture of openness, sustainable teaching practices, personalization through advisory, emphasis on integrated, project-based learning and student exhibitions, community internships, and the provision of ample planning time for teacher teams during the work day.



The facilities reflect these Educational Design Principles and offer a variety of spaces to develop multiple intelligences and learning modalities. These Principles extend beyond the architecture itself and include operational strategies to ensure facilities are not only safe and healthy when they first open for students, but are also effective learning environments in the long-term. At the core of this endeavor is the belief that the community can create the ideal conditions for learning, which will lead to increased student achievement and that graduates will be prepared for the challenges of career and citizenry in the 21st century. HTH school facilities are not just buildings. They are places that celebrate lifelong learning. They are safe without feeling like prisons. They are healthy for students and staff, but not in a way that feels sanitized. They are cost-efficient to operate, but not at a cost of comfort, functionality, or durability.

HTH staff and students make use of the flexibility that the facilities afford them, promoting collaboration and engagement in the school community. Teachers work in teams to design integrated projects that bridge across traditional subject-area boundaries. Each grade is a learning community broken into multi-disciplinary teams, and teacher offices are connected to the “seminar” rooms in which they team teach. These seminar rooms have movable walls that support a variety of room configurations and activities.

HTH interiors aim for a high level of transparency to make each school’s particular culture of learning readily visible to its inhabitants. To this end, every wall surface in the school’s public and circulation spaces offers a place either to exhibit student projects or to look (through abundant expanses of glass) into the school’s dynamic seminar rooms, conference rooms, and specialty spaces. This transparency allows the students and visitors alike to understand what teams engaged in, and propels a cycle of improvement year over year by showcasing school work.



One important characteristic of High Tech High buildings is their adaptability to the changing needs of HTH students and faculty. Our thinking about how best to achieve this evolves with each new building we design. Our students and teachers are quick to tell us what works and what doesn’t, and we incorporate



lessons learned across schools to ensure they can each take advantage of the new strategy. If there is one thing HTH does well, it is the ability to quickly adapt to better practices. Four key design considerations that inform our thinking include:

#### 1. Adaptability

Core learning areas, including Seminar Rooms, Studios, Commons Areas, and Exploratories, must adapt to multiple uses effortlessly. Rather than constructing separate spaces for each use, the users should be able to cycle through learning modalities and styles without special permission, tools, or expertise. Example elements within the spaces include wifi connectivity, easily reconfigurable furniture, and operable partitions between team-taught spaces. All core learning areas must have hard surfaced floors for easy cleaning, as projects can be messy, and may occur almost anywhere; sinks for activity clean-up; distributed instructional tools; storage; control of ambient light; excellent acoustics, abundant electrical outlets; and dependable audio/visual systems.

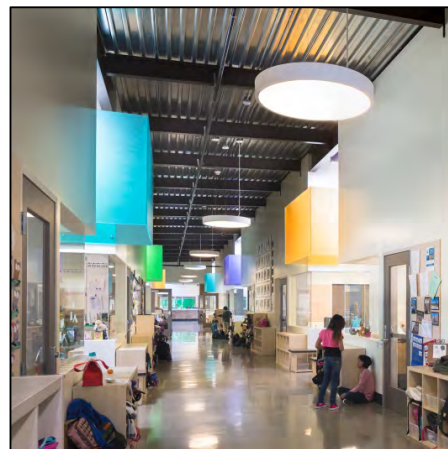


#### 2. Ownership

HTH achieves a personalized environment by creating small learning clusters within its already small learning community. Each grade-level is planned as a neighborhood which includes connected classrooms, teacher prep areas, storage, and a central break-out area connecting all of them with the outdoors. This approach promotes a high degree of ownership, as each grade level is responsible for their own neighborhood, and students and teachers customize these areas with their work in-progress. Public spaces such as Commons Areas and Galleries are used by the larger school community in the same way. Staff offices are distributed throughout the facility, rather than centralized, and occur at key circulation intersections for passive management, increasing the opportunity for students to connect with adults, and simultaneously increase confidence and defensibility.

#### 3. Transparency

Introducing large expanses of glass and an abundance of project exhibition space gives students and staff the opportunity to see what is going on in their own neighborhood as well as what is going on elsewhere. Not only do students learn from each other's work, staff do as well, and the cycle of improvement is accelerated. Wide circulation spaces with windows into the learning areas provide students, staff, and visitors alike information on how the school functions, what the school values, and where resources are found. Stairs are visible from everywhere, hidden corners are eliminated, and specialty spaces and staff offices have doors directly to the main circulation paths to promote access, openness, coherence and engagement.



#### 4. Sustainability

Every student deserves a safe and healthy place to learn, and HTH continually seeks to improve the learning and working environment to better serve the educational mission. At the core of this

endeavor is the belief that the community can create the ideal conditions for learning, which will lead to increased student achievement. HTH aspires each school to be toxics-free, use resources sustainably, and provide learning environments that engage students. Based on empirical evidence and previous experience, the main areas of focus for HTH design teams are acoustics, indoor air quality, daylighting, and energy efficiency. Good acoustics are essential in all areas because learning suffers in environments where students must strain to hear others. HTH schools are project-based and encourage learning outside of the traditional classroom, so the acoustical attributes of hallways, lobbies, offices, play yards, and even restrooms are considered. Good indoor air quality protects student and staff health, performance, and attendance rates. Similar to acoustics, compliance with code minimums will not ensure good quality, and material emissions, pollutant source control, enhanced commissioning, and maintenance plans must be actively managed. Daylighting should be the primary source of lighting in core learning areas as it is superior to artificial light for visually-critical tasks. When natural light is considered qualitatively, and not just quantitatively, it also provides an important cultural connection to the outdoors, reduces lighting energy costs, and improves productivity. Energy costs are the third largest operational cost for HTH, behind only salaries and rent. Energy efficient schools cost less to operate, while conserving resources and reducing atmospheric emissions. All of these sustainable design categories are easy to showcase in the facility, and with consideration can make the school itself as a learning tool to engage students and staff.



Creating a new language of design, both spatially and verbally, helps give form to the HTH vision. To further encourage how the spaces are used, we often refer to them with our own language. We find that the term “classroom” just doesn’t quite convey how our core learning areas function. Using the HTH Lexicon, key spaces within HTH buildings include:

**Commons Area**—the intellectual hub of the school, a centrally located meeting area for student gatherings, exhibitions, presentations, performances, and community meetings.

**Teaching Clusters**—small “neighborhoods” of adjacent seminar rooms, studio spaces, and teachers’ offices, designed to promote team teaching as well as a sense of ownership and place.

**Seminar Rooms**—learning spaces with flexible furniture and walls that adapt to accommodate direct instruction, independent student research, group project work, and presentations.

**Studio Areas**—multi-purpose spaces for shared use by groups from adjacent seminar rooms to support individual, small group, and large group activities.

**Team Prep Areas**—teacher workstations and storage areas, clustered by teaching team, and offering direct visual and physical access to adjacent teaching spaces.





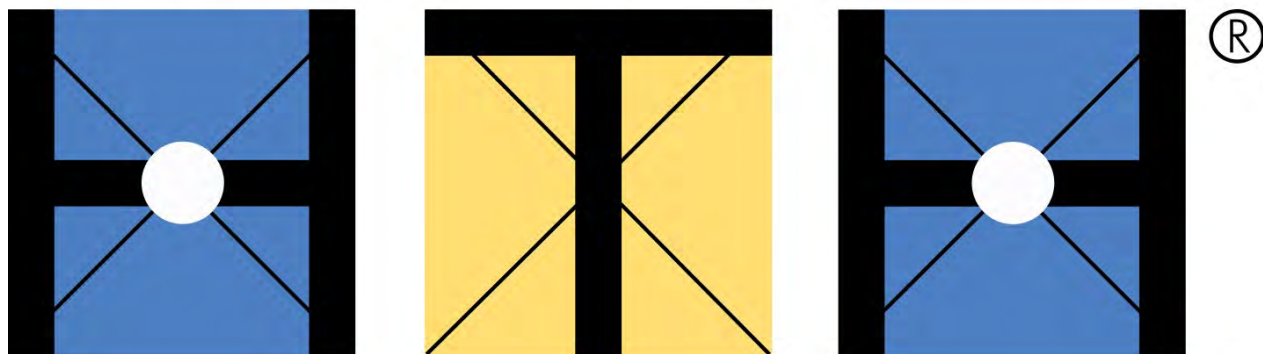
Gallery Spaces—exhibition walls and areas for display of student work, often located in or along corridors and circulation routes.

Exploratories—specialty project rooms with access to technology and equipment for learning in specialized areas such as biotechnology, mechanical engineering, and studio arts.

Outdoor Learning Spaces—study areas, courtyards, amphitheaters, and performance spaces that extend learning beyond the walls of the school and connect students to the natural world.



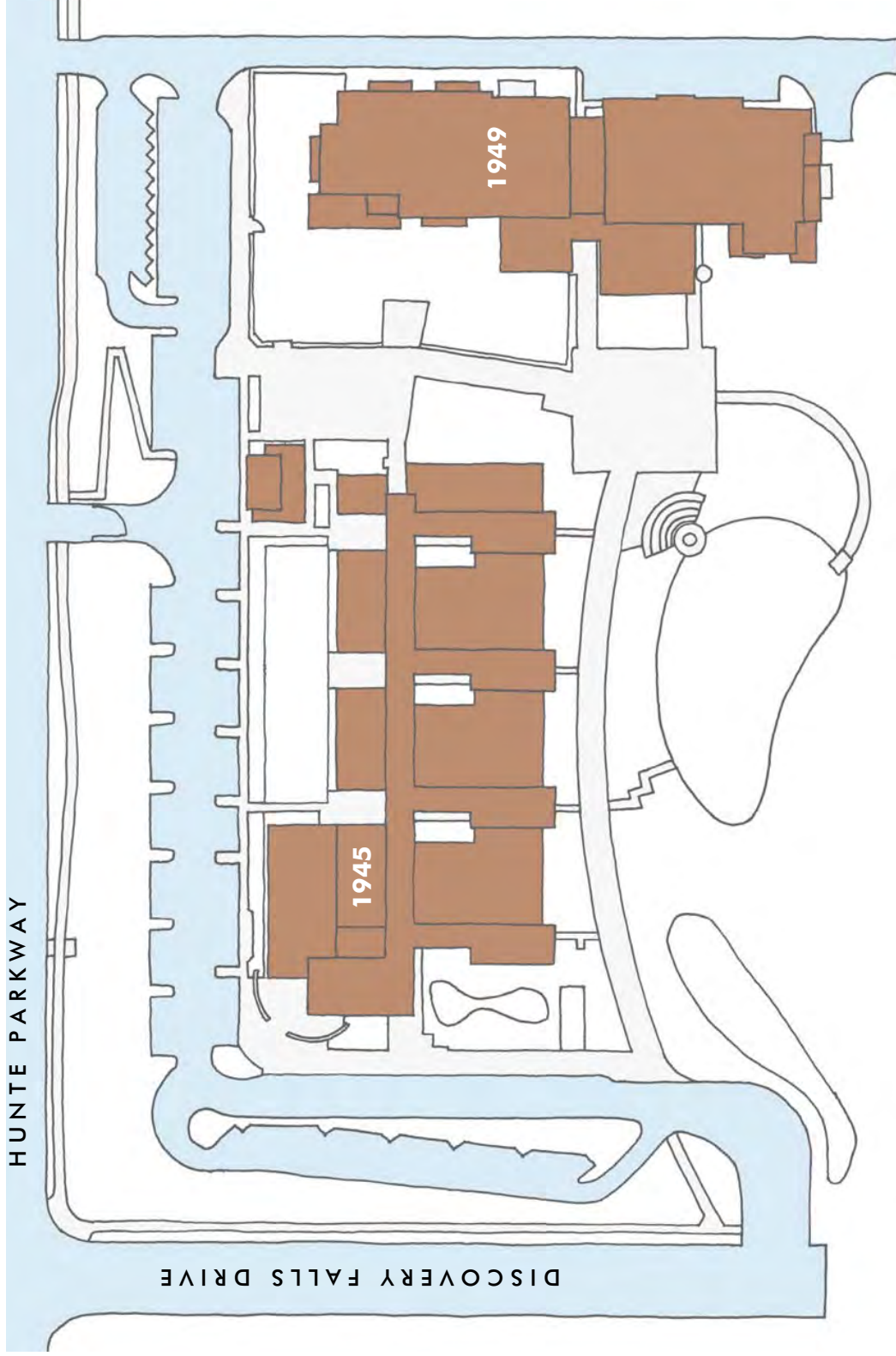
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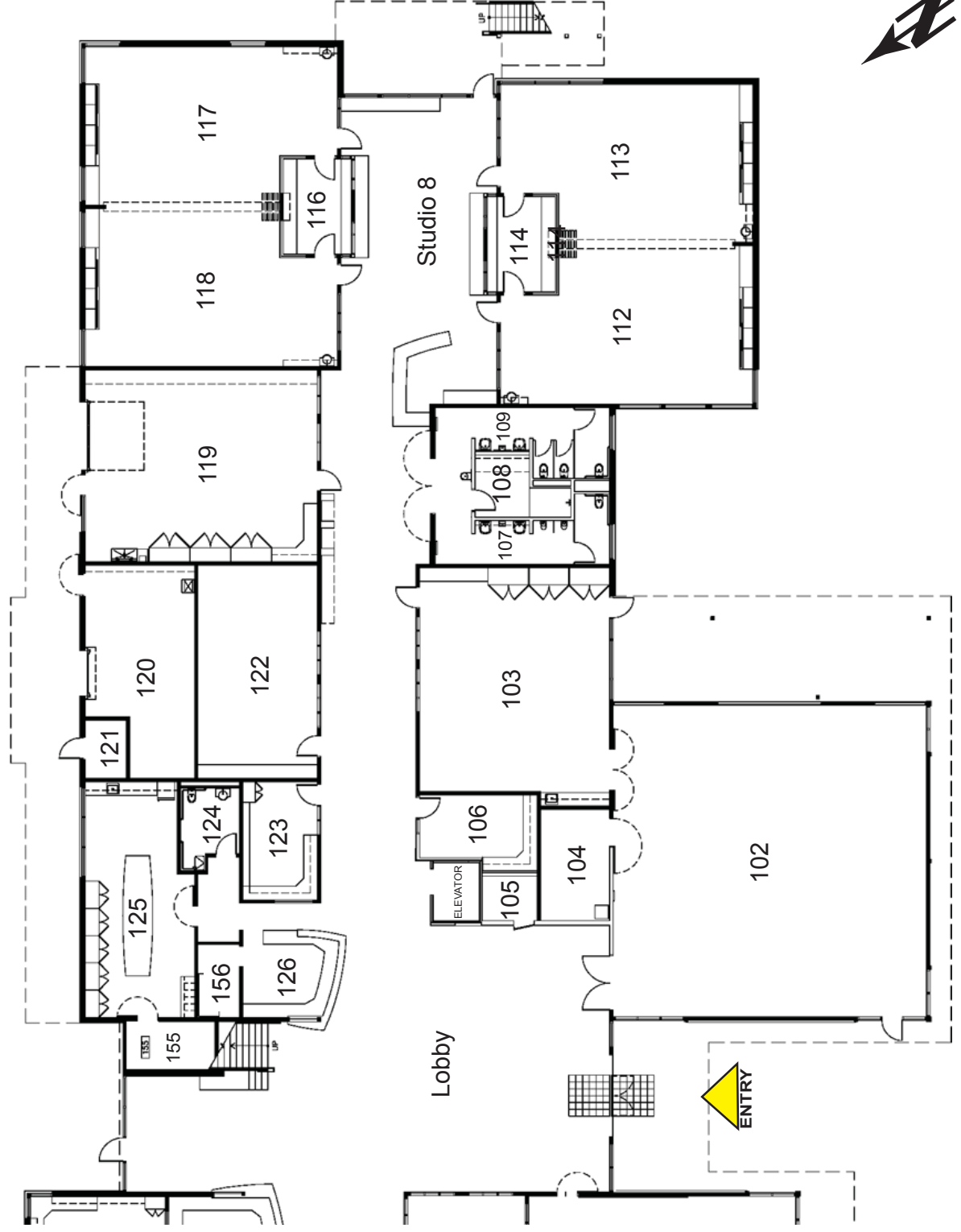




HIGH TECH HIGH CHULA VISTA  
1945 Discovery Falls Drive

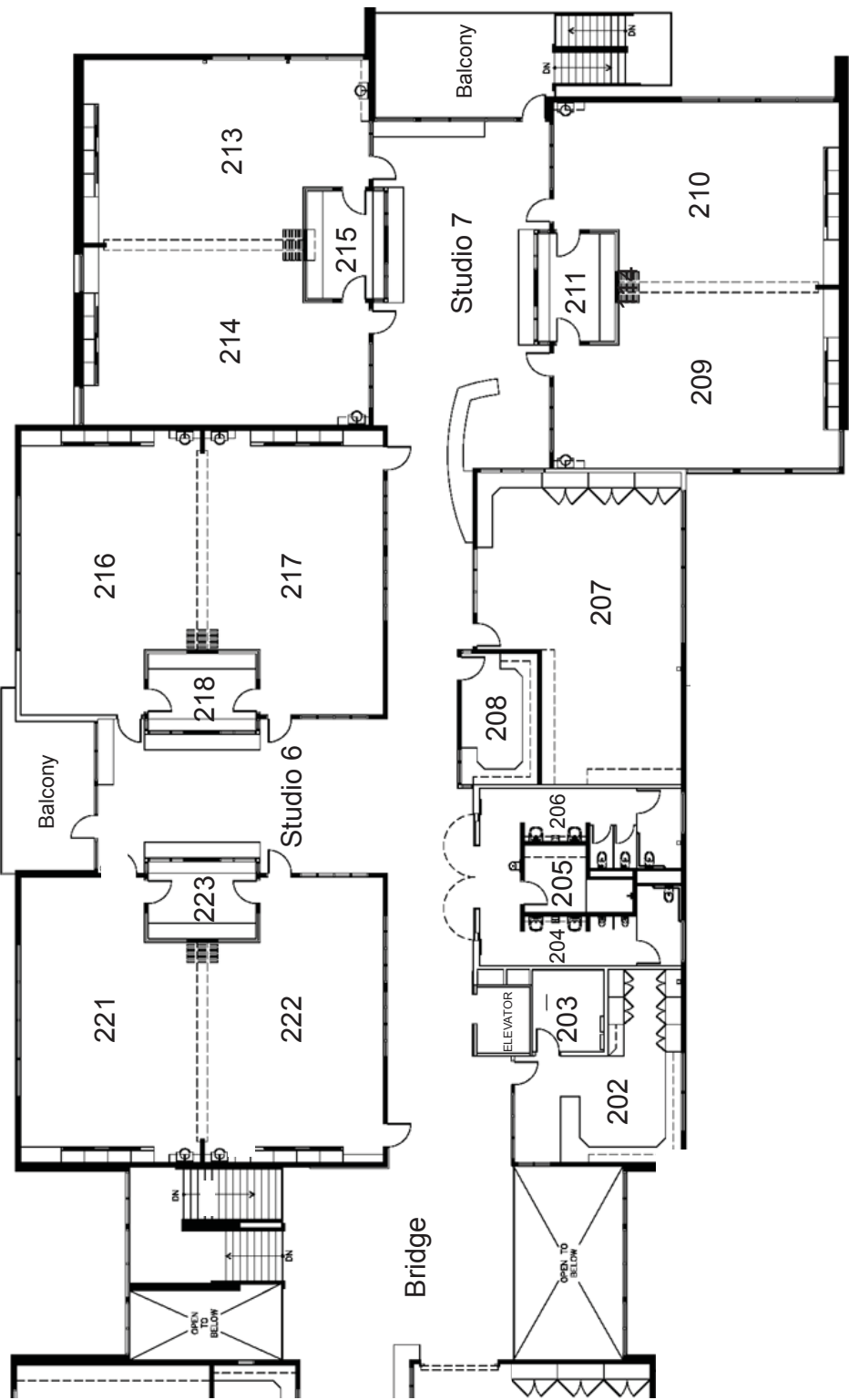


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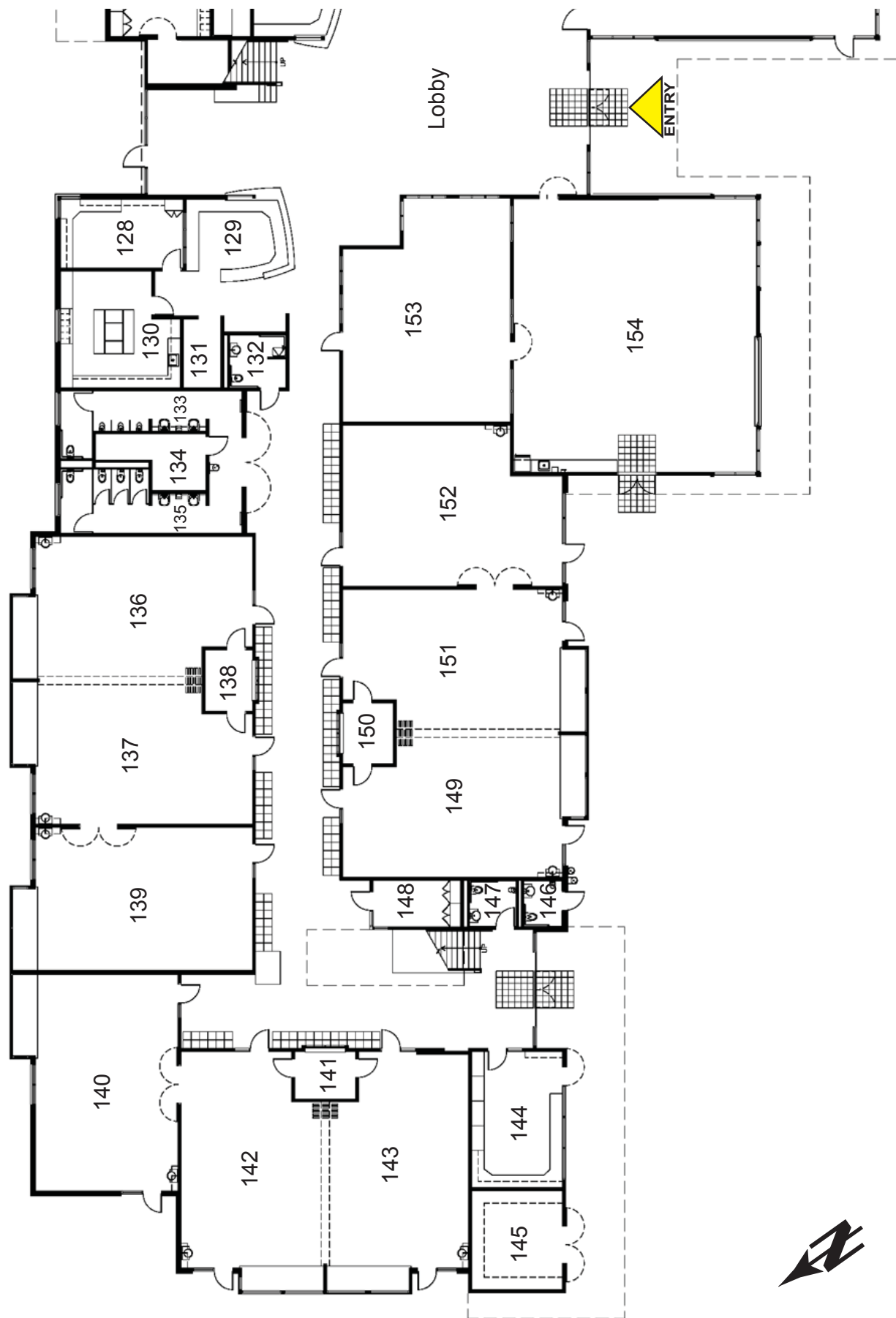




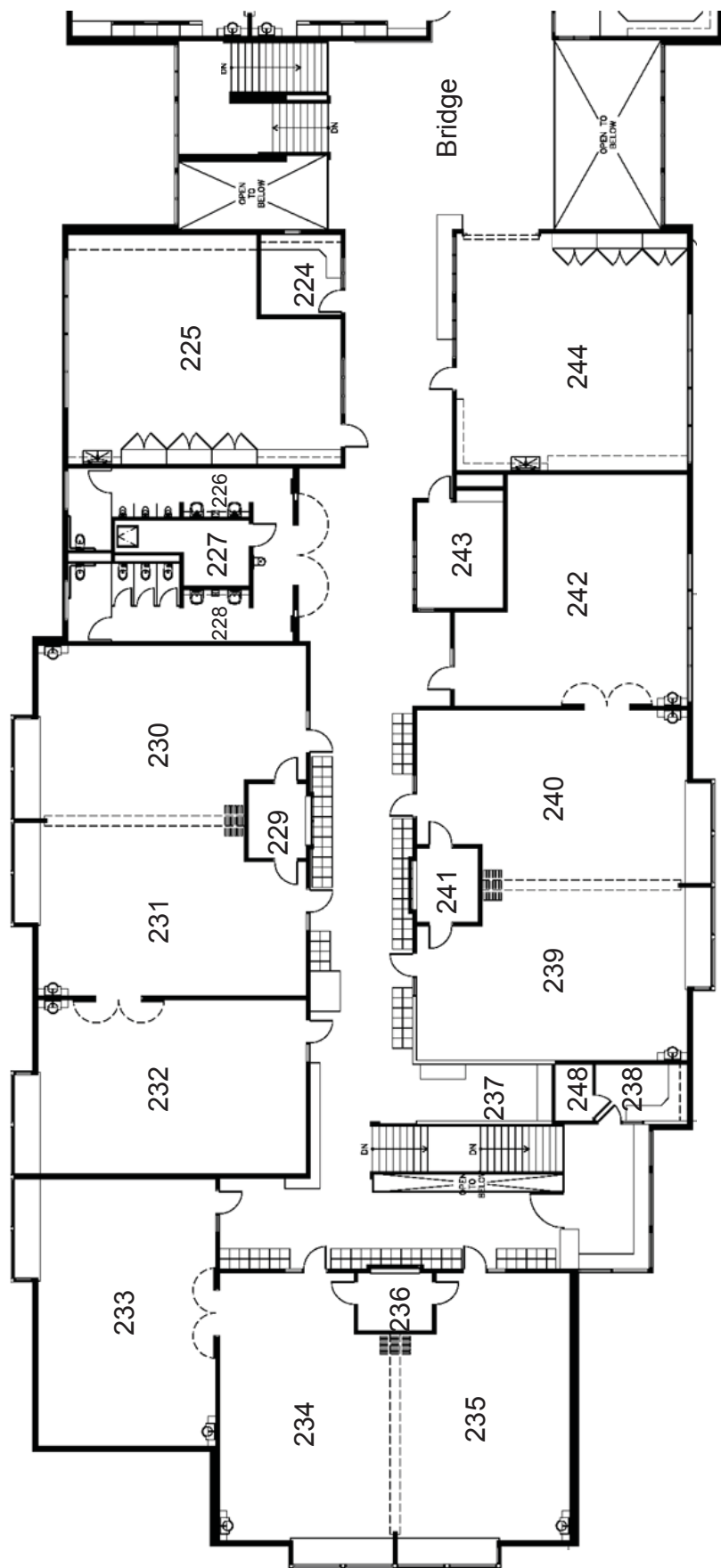
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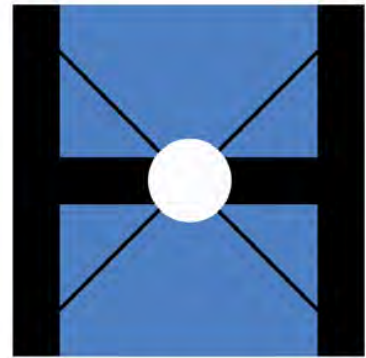
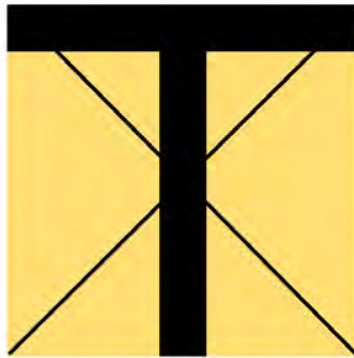
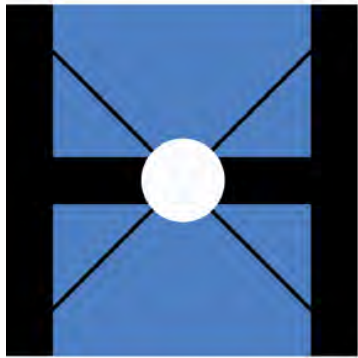
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1949 Discovery Falls Drive, Level One



HIGH TECH ELEMENTARY CHULA VISTA  
1949 Discovery Falls Drive, Level Two



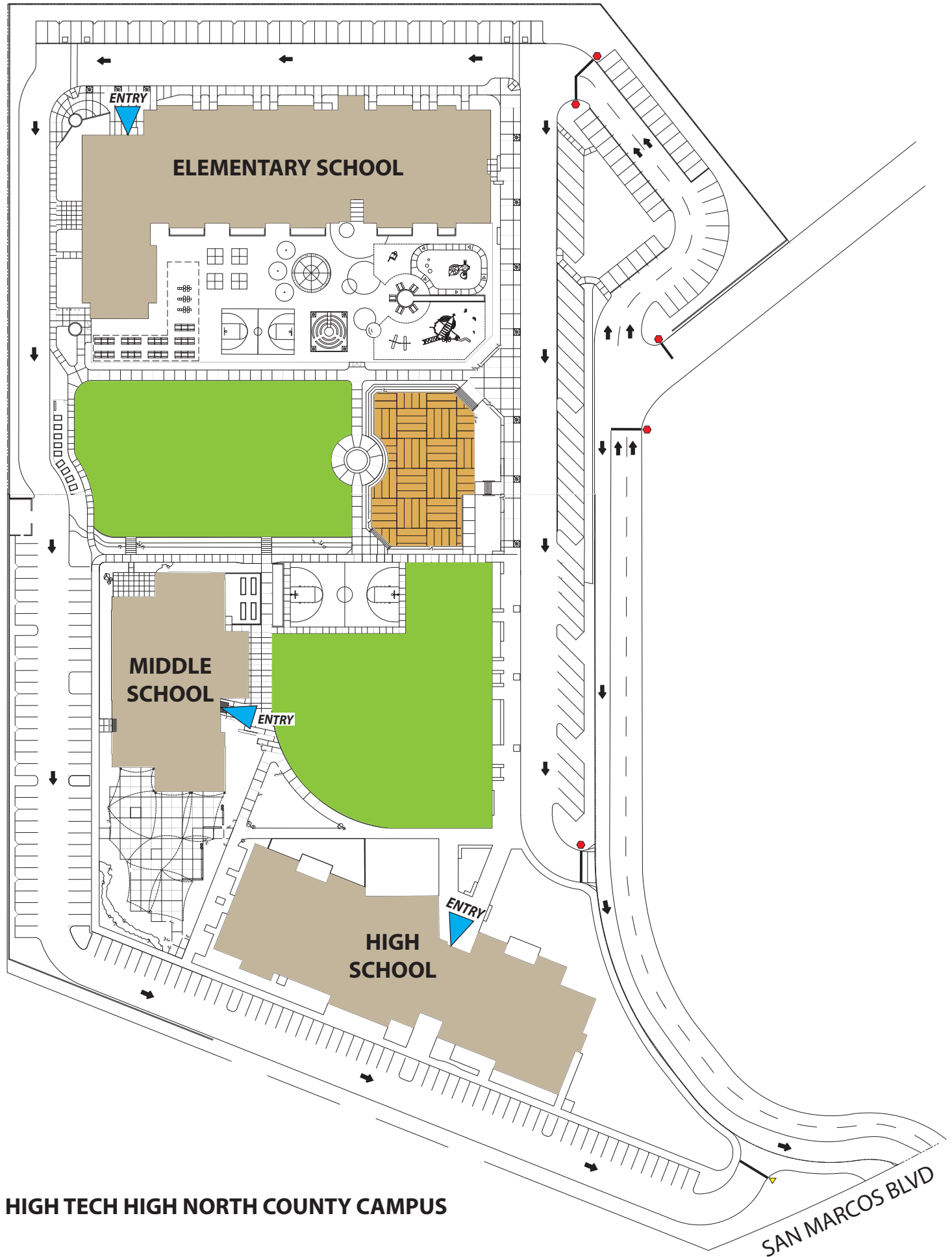
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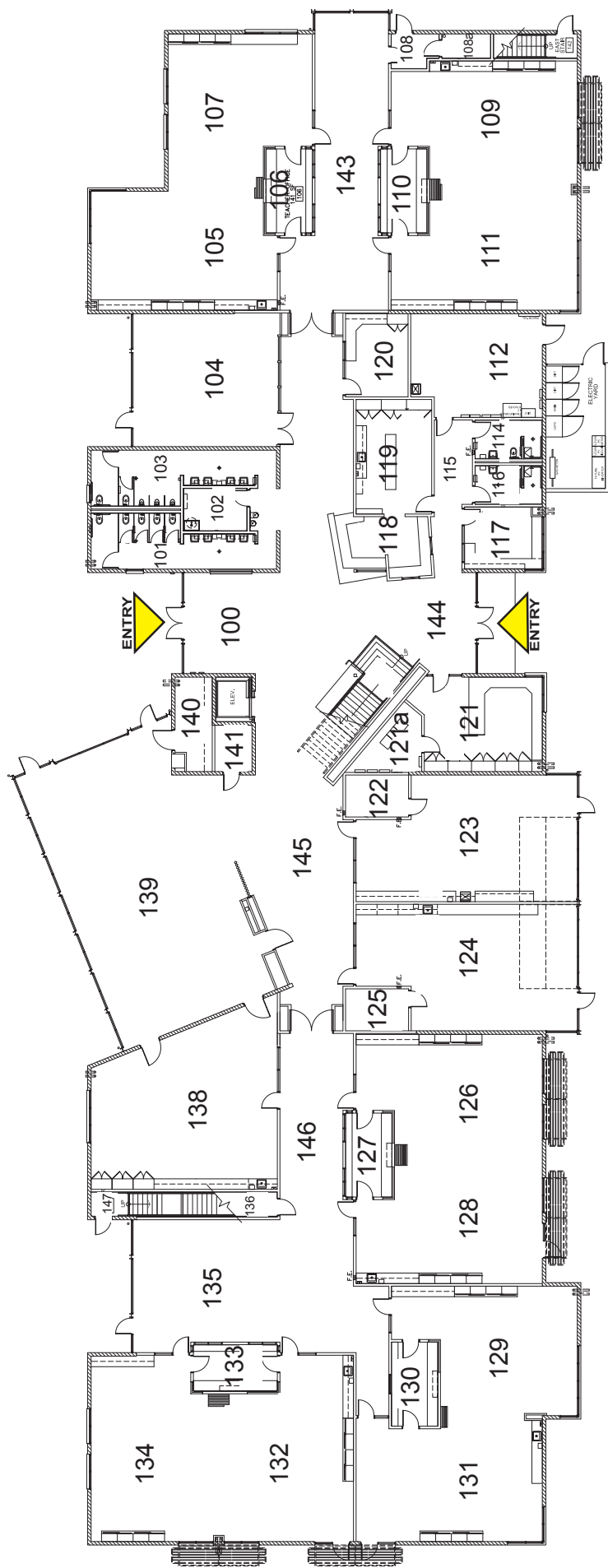
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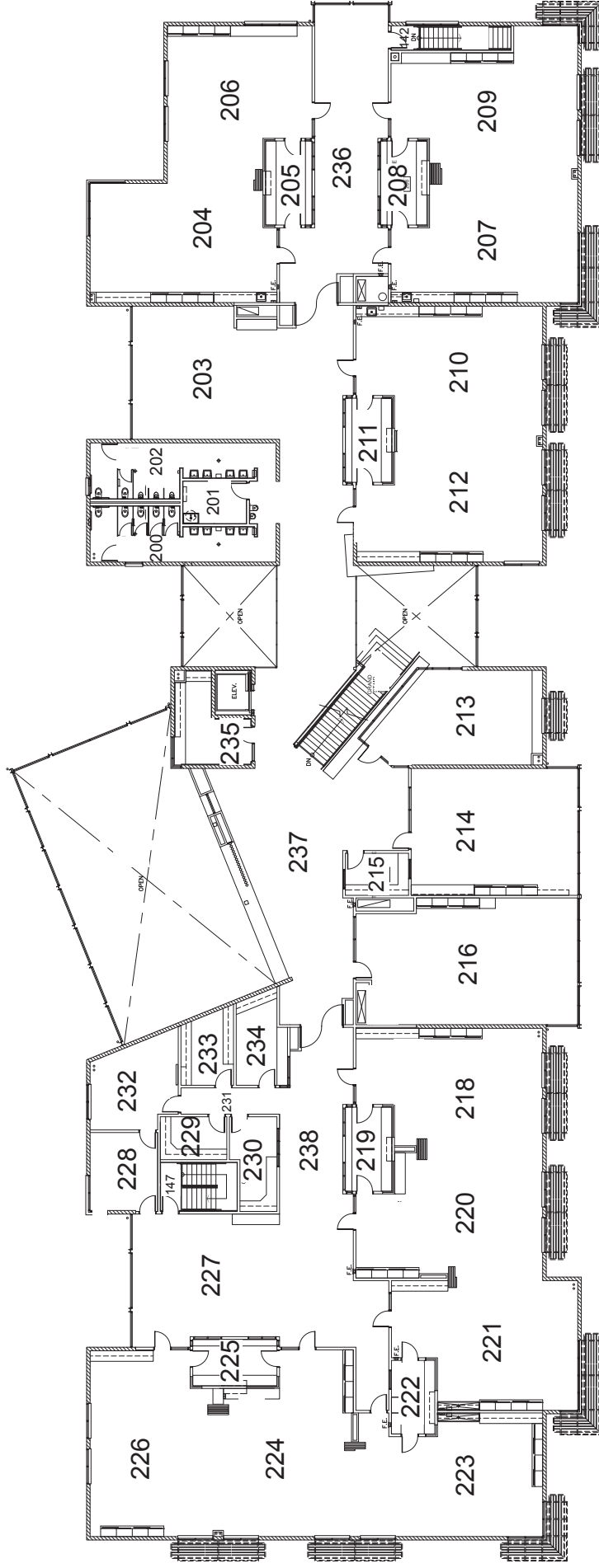




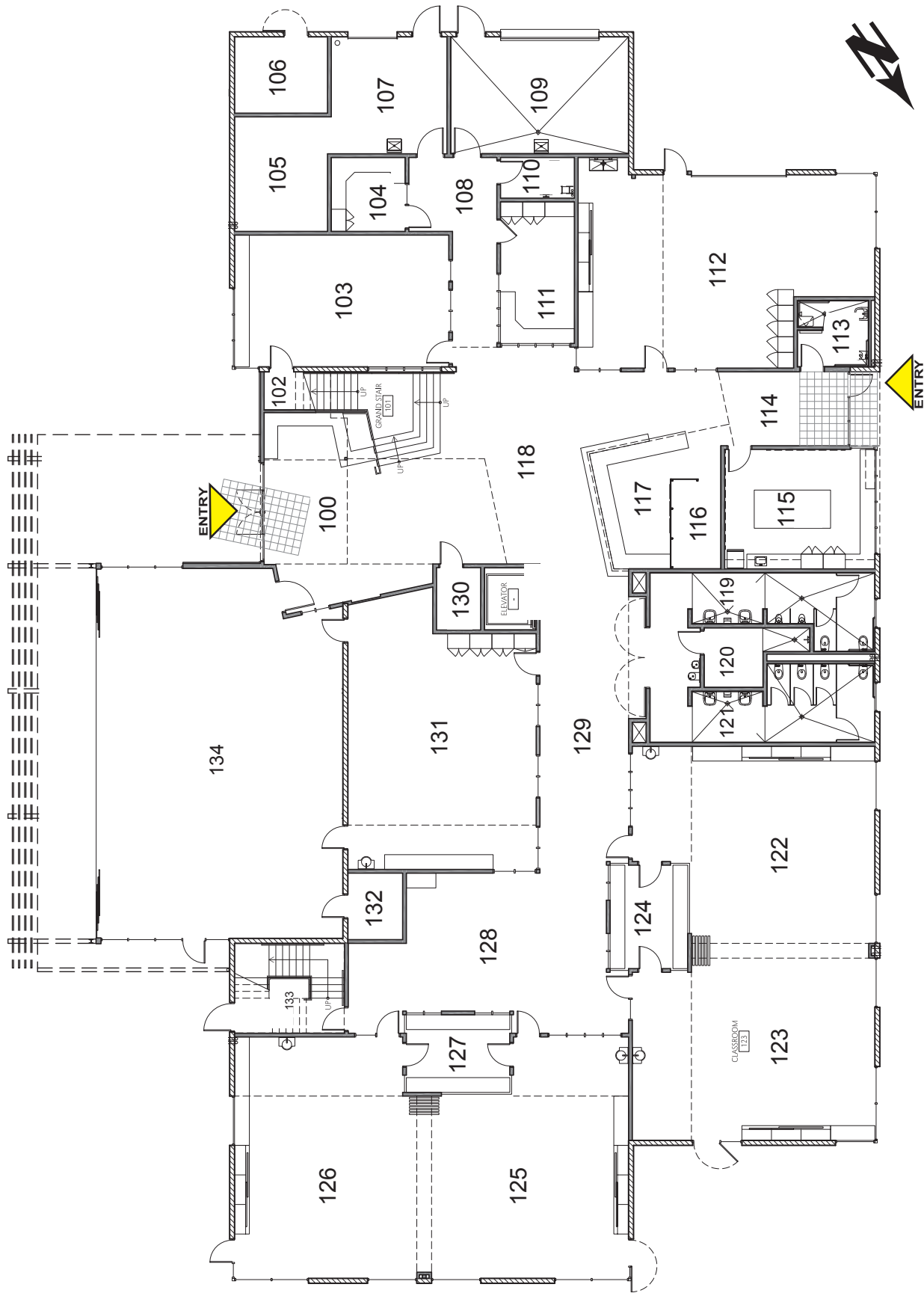
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1420 W. San Marcos Blvd., Level One



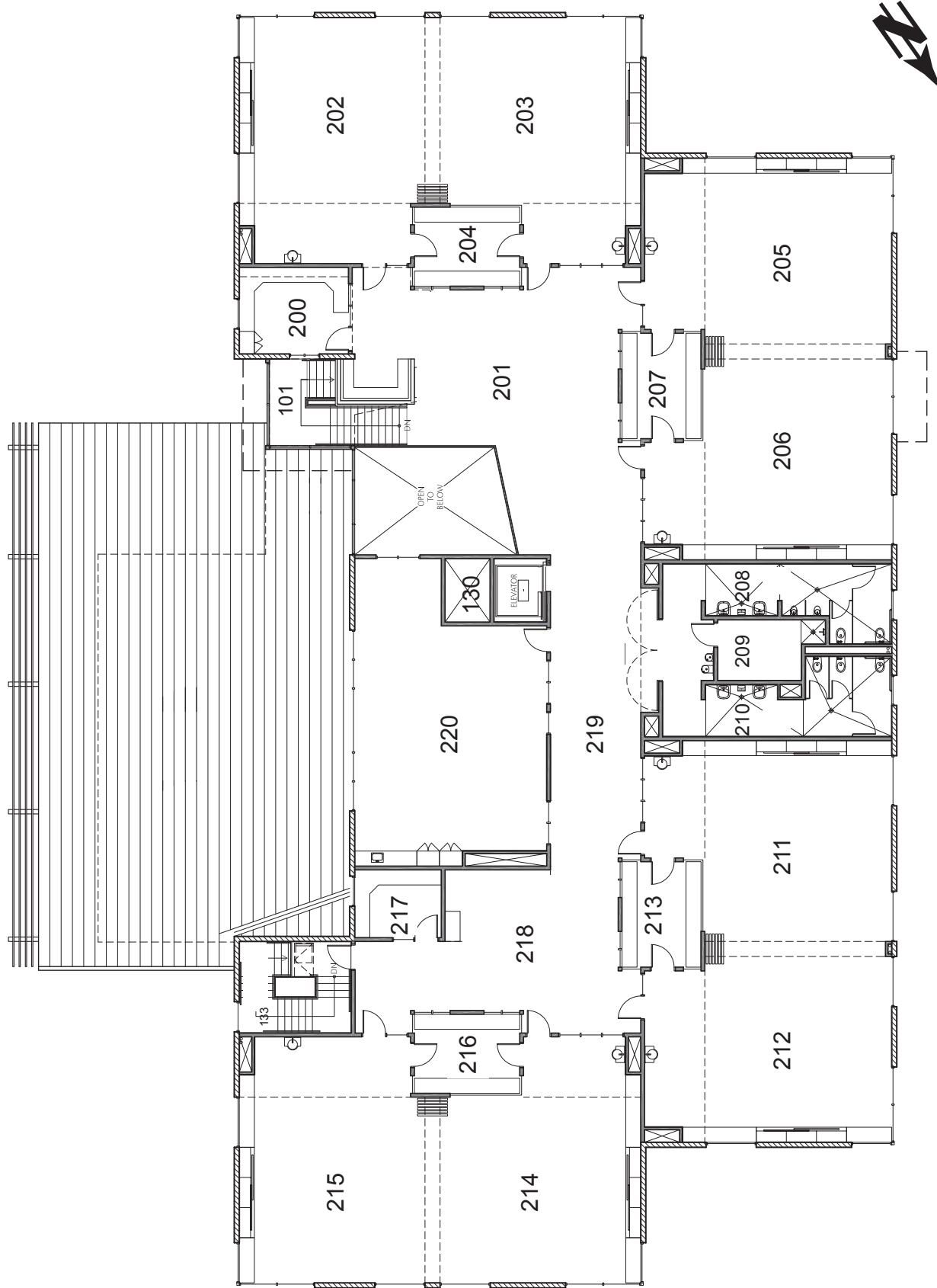
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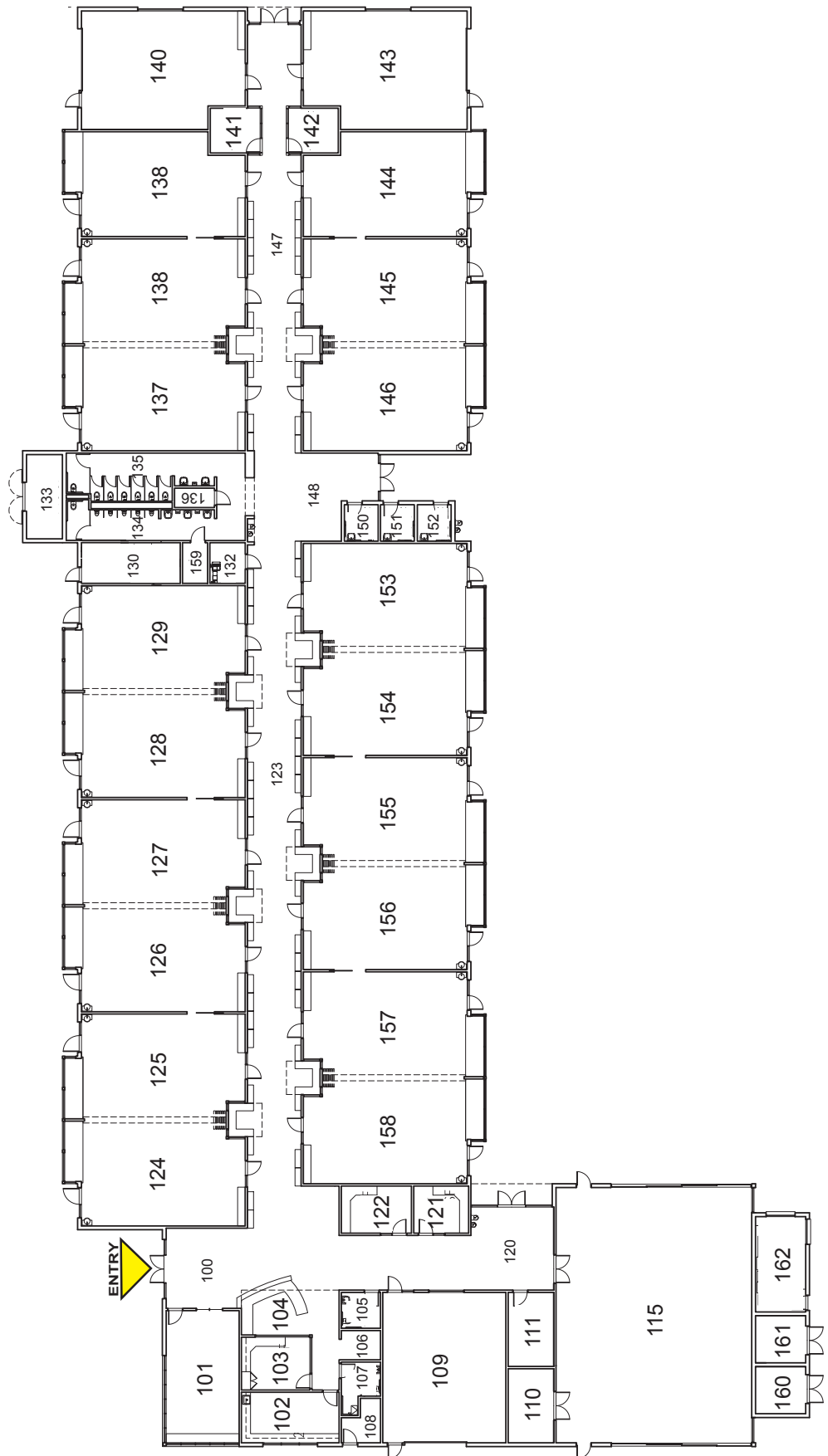
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HIGH TECH MIDDLE NORTH COUNTY  
1460 W. San Marcos Blvd., Level Two



HIGH TECH ELEMENTARY NORTH COUNTY  
1480 W. San Marcos Blvd.



HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech High Chula Vista**  
From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
<b>Revenues</b>				
LCFF State Aid - Base	4,618,734	0	0	4,618,734
Education Protection Account	836,176	0	0	836,176
Transfer to Special Education	(43,000)	43,000	0	0
Special Ed AB602	0	214,144	0	214,144
Mandate Block Grant	104,603	0	0	104,603
Lottery Funds	78,164	0	13,794	91,958
Other State Revenue	0	0	80,000	80,000
Federal Revenue	0	0	698,300	698,300
IDEA	0	84,720	0	84,720
Unrestricted Donations	0	0	0	0
Annual Appeal	22,000	0	0	22,000
HTH Learning Giftback	185,018	0	0	185,018
Other Local Revenue	94,749	0	0	94,749
HTH Investment Fund	4,500	0	0	4,500
PY Restricted FB	0	0	120,275	120,275
<b>Total Revenues</b>	<b>5,900,944</b>	<b>341,864</b>	<b>912,369</b>	<b>7,155,177</b>
<b>Expenditures</b>				
Certificated Salaries	2,234,517	163,961	56,500	2,454,978
Noncert Salaries	263,071	27,930	128,545	419,546
Employee Benefits	696,442	49,893	41,561	787,896
Materials and Supplies	234,876	5,004	57,120	297,000
Equipment - noncapital	144,480	0	136,800	281,280
Contracted instructional services	27,000	40,000	53,000	120,000
Management fees	480,529	0	0	480,529
Special Education admin services	8,415	44,442	0	52,857
Facility maintenance fees	120,696	0	0	120,696
Professional development & travel	10,555	0	19,445	30,000
Insurance	38,982	0	0	38,982
Telephone & Internet	11,741	0	0	11,741
Utilities & contract maintenance	106,000	0	0	106,000
Other Facility Expense	242	0	0	242
Lease to HTHL	997,996	0	250,000	1,247,996
Equipment Lease	984	0	0	984
Services and Other Operating	249,176	378	80,529	330,083
Charter Oversight Fees	54,549	0	0	54,549
Intraffiliate Operating Cost Transfer	5,400	0	5,000	10,400
Special Reserve - Rainy Day Fund	56,085	0	0	56,085
Reservation for Capital Projects	50,000	0	80,275	130,275
Indirect Cost	(31,850)	10,256	21,594	0
<b>Total Expenditures</b>	<b>5,759,886</b>	<b>341,864</b>	<b>930,369</b>	<b>7,032,119</b>
<b>Net Revenues Over Expense</b>	<b>141,058</b>	<b>0</b>	<b>(18,000)</b>	<b>123,058</b>

HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech High North County**  
From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
<b>Revenues</b>				
LCFF State Aid - Base	3,219,600	0	0	3,219,600
Education Protection Account	637,860	0	0	637,860
Transfer to Special Education	(122,000)	122,000	0	0
Special Ed AB602	0	156,540	0	156,540
Mandate Block Grant	61,344	0	0	61,344
Lottery Funds	58,753	0	10,368	69,121
Other State Revenue	0	0	500,200	500,200
Federal Revenue	0	0	7,500	7,500
IDEA	0	137,220	0	137,220
Unrestricted Donations	0	0	0	0
Parent Association Fund-Raising	0	0	0	0
Annual Appeal	55,000	0	0	55,000
Other Local Revenue	20,000	0	0	20,000
Special Education Admin	12,000	0	0	12,000
HTH Investment Fund	4,000	0	0	4,000
PY Restricted FB	0	0	154,500	154,500
<b>Total Revenues</b>	<b>3,946,557</b>	<b>415,760</b>	<b>672,568</b>	<b>5,034,885</b>
<b>Expenditures</b>				
Certificated Salaries	1,640,437	175,257	10,000	1,825,694
Noncert Salaries	311,183	38,570	0	349,753
Employee Benefits	517,095	52,335	1,706	571,136
Materials and Supplies	155,184	2,000	10,368	167,552
Equipment - noncapital	30,000	0	81,768	111,768
Contracted instructional services	14,500	81,500	60,000	156,000
Management fees	327,893	0	0	327,893
Special Education admin services	5,822	52,485	0	58,307
Facility maintenance fees	90,720	0	0	90,720
Professional development & travel	18,163	0	6,837	25,000
Insurance	32,116	0	0	32,116
Telephone & Internet	9,004	0	0	9,004
Utilities & contract maintenance	96,250	0	0	96,250
Other Facility Expense	6,640	0	0	6,640
Lease to HTHL	356,000	0	324,000	680,000
Services and Other Operating	165,119	1,140	0	166,259
Charter Oversight Fees	38,575	0	0	38,575
Intraffiliate Operating Cost Transfer	5,000	0	0	5,000
Special Reserve - Rainy Day Fund	48,474	0	0	48,474
Reservation for Capital Projects	0	0	172,700	172,700
Indirect Cost	(17,664)	12,473	5,191	0
<b>Total Expenditures</b>	<b>3,850,511</b>	<b>415,760</b>	<b>672,570</b>	<b>4,938,841</b>
<b>Net Revenues Over Expense</b>	<b>96,046</b>	<b>0</b>	<b>(2)</b>	<b>96,044</b>

HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech Middle Chula Vista**  
From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
Revenues				
LCFF State Aid - Base	2,011,956	0	0	2,011,956
Education Protection Account	348,552	0	0	348,552
Transfer to Special Education	(52,000)	52,000	0	0
Special Ed AB602	0	133,590	0	133,590
Mandate Block Grant	34,145	0	0	34,145
Lottery Funds	40,736	0	7,188	47,924
Other State Revenue	0	0	6,000	6,000
Federal Revenue	0	0	356,995	356,995
IDEA	0	40,129	0	40,129
Annual Appeal	8,000	0	0	8,000
Other Local Revenue	8,000	0	0	8,000
HTH Investment Fund	3,000	0	0	3,000
PY Restricted FB	0	0	138,200	138,200
Total Revenues	<u>2,402,389</u>	<u>225,719</u>	<u>508,383</u>	<u>3,136,491</u>
Expenditures				
Certificated Salaries	1,064,278	74,139	44,000	1,182,417
Noncert Salaries	191,774	46,980	42,761	281,515
Employee Benefits	340,557	28,227	22,376	391,160
Materials and Supplies	71,312	0	7,188	78,500
Equipment - noncapital	27,204	0	8,496	35,700
Contracted instructional services	1,000	39,000	50,000	90,000
Management fees	156,552	0	0	156,552
Special Education admin services	3,589	29,340	0	32,929
Facility maintenance fees	62,894	0	0	62,894
Professional development & travel	5,982	0	14,018	20,000
Insurance	20,419	0	0	20,419
Telephone & Internet	5,930	0	0	5,930
Utilities & contract maintenance	63,001	0	0	63,001
Other Facility Expense	42	0	0	42
Lease to HTHL	133,109	0	233,998	367,107
HTH Rent Accrual	0	0	0	0
Services and Other Operating	48,457	1,261	0	49,718
Charter Oversight Fees	23,605	0	0	23,605
Intraffiliate Operating Cost Transfer	31,750	0	0	31,750
Special Reserve - Rainy Day Fund	23,906	0	0	23,906
Reservation for Capital Projects	80,000	0	79,200	159,200
Indirect Cost	(13,118)	6,772	6,346	0
Total Expenditures	<u>2,342,243</u>	<u>225,719</u>	<u>508,383</u>	<u>3,076,345</u>
Net Revenues Over Expense	<u>60,146</u>	<u>0</u>	<u>0</u>	<u>60,146</u>



HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech Middle North County**  
From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
<b>Revenues</b>				
LCFF State Aid - Base	2,059,700	0	0	2,059,700
Education Protection Account	376,792	0	0	376,792
Transfer to Special Education	(105,000)	105,000	0	0
Special Ed AB602	0	117,659	0	117,659
Mandate Block Grant	35,791	0	0	35,791
Lottery Funds	42,700	0	7,535	50,235
Other State Revenue	0	0	241,471	241,471
Federal Revenue	0	0	41,800	41,800
IDEA	0	95,837	0	95,837
Unrestricted Donations	0	0	0	0
Annual Appeal	20,000	0	0	20,000
Other Local Revenue	35,000	0	0	35,000
HTH Investment Fund	2,000	0	0	2,000
PY Restricted FB	0	0	203,300	203,300
Total Revenues	2,466,983	318,496	494,106	3,279,585
<b>Expenditures</b>				
Certificated Salaries	1,097,024	139,100	18,100	1,254,224
Noncert Salaries	218,979	21,700	10,500	251,179
Employee Benefits	361,953	43,999	5,082	411,034
Materials and Supplies	86,481	0	7,535	94,016
Equipment - noncapital	54,996	0	5,700	60,696
Contracted instructional services	6,500	62,500	30,000	99,000
Management fees	157,403	0	0	157,403
Special Education admin services	3,625	41,405	0	45,030
Facility maintenance fees	65,931	0	0	65,931
Professional development & travel	63	0	13,937	14,000
Insurance	21,358	0	0	21,358
Telephone & Internet	6,350	0	0	6,350
Utilities & contract maintenance	37,500	0	0	37,500
Other Facility Expense	1,574	0	0	1,574
Lease to HTHL	88,535	0	235,474	324,009
Equipment Lease	2,017	0	0	2,017
Services and Other Operating	61,709	237	684	62,630
Charter Oversight Fees	24,365	0	0	24,365
Intraffiliate Operating Cost Transfer	15,000	0	0	15,000
Special Reserve - Rainy Day Fund	36,263	0	0	36,263
Reservation for Capital Projects	70,000	0	164,300	234,300
Indirect Cost	(12,349)	9,555	2,794	0
Total Expenditures	2,405,277	318,496	494,106	3,217,879
<b>Net Revenues Over Expense</b>	61,706	0	0	61,706

HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech Elementary Chula Vista**

From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
<b>Revenues</b>				
LCFF State Aid - Base	2,847,522	0	0	2,847,522
Education Protection Account	434,328	0	0	434,328
Transfer to Special Education	(130,000)	130,000	0	0
Special Ed AB602	0	173,516	0	173,516
Mandate Block Grant	52,595	0	0	52,595
Lottery Funds	53,380	0	9,420	62,800
Federal Revenue	0	0	386,000	386,000
IDEA	0	73,763	0	73,763
Fund Raising Event Revenue	14,000	0	0	14,000
Annual Appeal	10,000	0	0	10,000
Other Local Revenue	168,400	0	0	168,400
HTH Investment Fund	2,000	0	0	2,000
PY Restricted FB	0	0	132,000	132,000
<b>Total Revenues</b>	<b>3,452,225</b>	<b>377,279</b>	<b>527,420</b>	<b>4,356,924</b>
<b>Expenditures</b>				
Certificated Salaries	1,470,904	143,781	9,500	1,624,185
Noncert Salaries	451,956	19,950	82,719	554,625
Employee Benefits	552,184	43,211	15,208	610,603
Materials and Supplies	88,658	0	11,746	100,404
Equipment - noncapital	31,296	0	8,700	39,996
Contracted instructional services	13,500	109,500	45,000	168,000
Management fees	181,764	0	0	181,764
Special Education admin services	4,898	49,051	0	53,949
Facility maintenance fees	82,425	0	0	82,425
Professional development & travel	21,538	0	18,462	40,000
Insurance	26,588	0	0	26,588
Telephone & Internet	7,755	0	0	7,755
Utilities & contract maintenance	70,803	0	0	70,803
Other Facility Expense	42	0	0	42
Lease to HTHL	138,884	0	250,000	388,884
HTH Rent Accrual	0	0	0	0
Services and Other Operating	127,605	468	0	128,073
Charter Oversight Fees	32,819	0	0	32,819
Intraffiliate Operating Cost Transfer	(43,550)	0	0	(43,550)
Special Reserve - Rainy Day Fund	49,009	0	0	49,009
Reservation for Capital Projects	80,000	0	79,000	159,000
Indirect Cost	(18,403)	11,318	7,085	0
<b>Total Expenditures</b>	<b>3,370,675</b>	<b>377,279</b>	<b>527,420</b>	<b>4,275,374</b>
<b>Net Revenues Over Expense</b>	<b>81,550</b>	<b>0</b>	<b>0</b>	<b>81,550</b>

HIGH TECH HIGH  
**Statement of Activities - BUDGET PRESENTATION**  
**High Tech Elementary North County**

From 7/1/2016 Through 6/30/2017  
(In Whole Numbers)

	Unrestricted Funds	Special Education	Other Restricted	Total
<b>Revenues</b>				
LCFF State Aid - Base	2,759,656	0	0	2,759,656
Education Protection Account	66,920	0	0	66,920
Transfer to Special Education	(100,000)	100,000	0	0
Special Ed AB602	0	194,707	0	194,707
Mandate Block Grant	53,546	0	0	53,546
Lottery Funds	47,287	0	8,345	55,632
Federal Revenue	0	0	276,250	276,250
IDEA	0	48,684	0	48,684
Parent Association Fund-Raising	2,500	0	0	2,500
Annual Appeal	10,000	0	0	10,000
Other Local Revenue	111,100	0	0	111,100
HTH Investment Fund	1,100	0	0	1,100
PY Restricted FB	0	0	9,000	9,000
<b>Total Revenues</b>	<b>2,952,109</b>	<b>343,391</b>	<b>293,595</b>	<b>3,589,095</b>
<b>Expenditures</b>				
Certificated Salaries	1,429,131	120,396	33,997	1,583,524
Noncert Salaries	314,319	47,996	13,697	376,012
Employee Benefits	473,117	45,655	11,455	530,227
Materials and Supplies	81,159	2,000	8,345	91,504
Equipment - noncapital	9,996	0	0	9,996
Contracted instructional services	6,000	72,000	0	78,000
Management fees	156,128	0	0	156,128
Special Education admin services	4,250	44,645	0	48,895
Facility maintenance fees	73,014	0	0	73,014
Professional development & travel	3,511	0	14,489	18,000
Insurance	21,881	0	0	21,881
Telephone & Internet	6,495	0	0	6,495
Utilities & contract maintenance	50,996	0	0	50,996
Other Facility Expense	9,026	0	0	9,026
Lease to HTHL	108,751	0	206,254	315,005
HTH Rent Accrual	0	0	0	0
Services and Other Operating	43,620	397	1,321	45,338
Charter Oversight Fees	28,266	0	0	28,266
Intraffiliate Operating Cost Transfer	15,000	0	0	15,000
Reservation for Capital Projects	60,000	0	0	60,000
Indirect Cost	(14,339)	10,302	4,037	0
<b>Total Expenditures</b>	<b>2,880,321</b>	<b>343,391</b>	<b>293,595</b>	<b>3,517,307</b>
<b>Net Revenues Over Expense</b>	<b>71,788</b>	<b>0</b>	<b>0</b>	<b>71,788</b>



## AUDIT REPORT

FOR THE YEAR ENDED  
JUNE 30, 2015

A NONPROFIT PUBLIC BENEFIT CORPORATION  
THIS REPORT INCLUDES SCHOOL-LEVEL REPORTS FOR THE FOLLOWING  
CALIFORNIA PUBLIC CHARTER SCHOOLS

High Tech High  
High Tech Elementary Explorer  
High Tech Middle  
High Tech High Media Arts  
High Tech High International  
High Tech Middle Media Arts  
High Tech High North County  
High Tech High Chula Vista  
High Tech Middle North County  
High Tech Middle Chula Vista  
High Tech Elementary North County  
High Tech Elementary Chula Vista

San Diego

Los Angeles

San Francisco  
Bay Area

christywhite  
A PROFESSIONAL  
ACCOUNTANCY CORPORATION  
*associates*

**HIGH TECH HIGH  
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JUNE 30, 2015**

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## FINANCIAL SECTION

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## INDEPENDENT AUDITORS' REPORT

Christy White, CPA

Michael Ash, CPA

Heather Rubio

SAN DIEGO  
LOS ANGELES  
SAN FRANCISCO/BAY AREA

Corporate Office:  
348 Olive Street  
San Diego, CA 92103

toll-free: 877.220.7229  
tel: 619.270.8222  
fax: 619.260.9085  
[www.christywhite.com](http://www.christywhite.com)

*Licensed by the California  
State Board of Accountancy*

To the Governance Board of  
High Tech High  
San Diego, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of High Tech High (the "Organization") which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of High Tech High as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Supplementary Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise High Tech High's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by the U.S. Office of Management and Budget Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2015, on our consideration of the Charter's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control over financial reporting and compliance.



San Diego, California  
November 10, 2015



**HIGH TECH HIGH**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2015**

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**ASSETS**

Current assets

Cash and cash equivalents	\$ 7,327,719
Investments	51,062
Accounts receivable	3,494,907
Prepaid expenses	38,277
Contributions receivable, current portion	24,945
Total current assets	<u>10,936,910</u>

Capital assets

Property and equipment	45,369,581
Less accumulated depreciation	<u>(5,833,691)</u>
Capital assets, net	<u>39,535,890</u>

Long-term assets

Capital project sinking funds	3,023,686
Deferred bond issuance charges	987,260
Contributions receivable, long-term portion	1,035,316
Leveraged loan investment	<u>4,479,461</u>
Total long-term assets	<u>9,525,723</u>
<b>Total Assets</b>	<u><b>\$ 59,998,523</b></u>

**LIABILITIES AND NET ASSETS**

Current liabilities

Accounts payable	\$ 2,303,469
Accrued expenses	1,106,389
Interest payable on long-term debt	722,909
Due to related entities	862,319
Deferred revenue	<u>142,019</u>
Total current liabilities	<u>5,137,105</u>

Long-term liabilities

Bonds payable	<u>27,450,000</u>
Total long-term liabilities	<u>27,450,000</u>
Total liabilities	<u>32,587,105</u>

Net assets

Unrestricted	25,632,886
Temporarily restricted	<u>1,778,532</u>
Total net assets	<u>27,411,418</u>
<b>Total Liabilities and Net Assets</b>	<u><b>\$ 59,998,523</b></u>

The notes to the financial statements are an integral part of this statement.

**HIGH TECH HIGH  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2015**

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	Unrestricted	Temporarily Restricted	Total
<b>SUPPORT AND REVENUES</b>			
Federal and state support and revenues			
Local control funding formula, state aid	\$ 24,846,184	\$ -	\$ 24,846,184
Federal revenues	2,462,204	-	2,462,204
Other state revenues	4,067,530	814,249	4,881,779
Total federal and state support and revenues	31,375,918	814,249	32,190,167
Local support and revenues			
Payments in lieu of property taxes	9,750,977	-	9,750,977
Grants and donations	2,807,310	275,000	3,082,310
Investment income, net	344,541	-	344,541
Other local revenues	2,155,742	-	2,155,742
Total local support and revenues	15,058,570	275,000	15,333,570
Donor restrictions satisfied	1,158,323	(1,158,323)	-
<b>Total Support and Revenues</b>	47,592,811	(69,074)	47,523,737
<b>OPERATING EXPENSES</b>			
Program services			
K-12 Instruction	24,340,631	-	24,340,631
Instructional support	5,340,900	-	5,340,900
Dissemination	417,114	-	417,114
Educational facilities	6,382,885	-	6,382,885
Support to affiliates	112,536	-	112,536
Management and general	8,698,946	-	8,698,946
Fundraising	116,252	-	116,252
Depreciation and amortization	1,701,583	-	1,701,583
<b>Total Expenses</b>	47,110,847	-	47,110,847
<b>CHANGE IN NET ASSETS</b>	481,964	(69,074)	412,890
<b>Net Assets - Beginning</b>	25,150,922	1,847,606	26,998,528
<b>Net Assets - Ending</b>	\$ 25,632,886	\$ 1,778,532	\$ 27,411,418

The notes to the financial statements are an integral part of this statement.

**HIGH TECH HIGH  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2015**

	K-12 Instruction	Program Services				Management and General	Depreciation and Amortization		Total
		Instructional Support	Dissemination	Education Facilities	Support to Affiliates		Fundraising		
<b>EXPENSES</b>									
Personnel expenses									
Certificated salaries	\$ 15,110,441	\$ 1,470,790	\$ 222,714	\$ -	\$ -	\$ 1,675,441	\$ -	\$ -	\$ 18,479,386
Non-certificated salaries	1,529,831	1,475,761	-	5,225	-	2,766,131	49,708	-	5,826,656
Employee benefits	4,474,194	785,729	59,558	1,557	-	1,188,536	13,293	-	6,522,867
Total personnel expenses	21,114,466	3,732,280	282,272	6,782	-	5,630,108	63,001	-	30,828,909
Non-personnel expenses									
Books and supplies	978,347	1,367,569	90	-	-	675,052	5,435	-	3,026,493
Services and other operating	2,247,818	241,051	134,752	729,098	-	2,260,501	47,816	-	5,661,036
Subcontract with related entity	-	-	-	-	112,536	-	-	-	112,536
Leases to related entity	-	-	-	5,647,005	-	-	-	-	5,647,005
Interest on long-term debt	-	-	-	-	-	133,285	-	-	133,285
Depreciation	-	-	-	-	-	-	-	1,514,663	1,514,663
Amortization	-	-	-	-	-	-	-	186,920	186,920
Total non-personnel expenses	3,226,165	1,608,620	134,842	6,376,103	112,536	3,068,838	53,251	1,701,583	16,281,938
<b>Total Expenses</b>	<b>\$24,340,631</b>	<b>\$ 5,340,900</b>	<b>\$ 417,114</b>	<b>\$6,382,885</b>	<b>\$ 112,536</b>	<b>\$ 8,698,946</b>	<b>\$ 116,252</b>	<b>\$ 1,701,583</b>	<b>\$ 47,110,847</b>

The notes to the financial statements are an integral part of this statement.

**HIGH TECH HIGH**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2015**

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**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in net assets	\$ 412,890
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation and amortization	1,701,583
(Increase) decrease in operating assets	
Accounts receivable	2,379,419
Prepaid expenses and deferred charges	(10,072)
Contributions receivable	24,947
Increase (decrease) in operating liabilities	
Accounts payable	(189,735)
Accrued expenses	105,970
Due to related entities	(1,540,906)
Deferred revenue	(109,998)
<b>Net cash provided by (used in) operating activities</b>	<u>2,774,098</u>

**CASH FLOWS FROM INVESTING ACTIVITIES**

Transfer of cash and cash equivalents to investments	(51,060)
Purchase of property and equipment	(4,220,133)
<b>Net cash provided by (used in) investing activities</b>	<u>(4,271,193)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES**

Reserve cash for construction project funds	4,262,478
Reserve cash for capital project sinking funds	(1,203,605)
<b>Net cash provided by (used in) financing activities</b>	<u>3,058,873</u>

**NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS** 1,561,778

**Cash and cash equivalents - Beginning** 5,765,941

**Cash and cash equivalents - Ending** \$ 7,327,719

**SUPPLEMENTAL CASH FLOW INFORMATION**

Cash paid for interest	<u>\$ 1,445,819</u>
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The notes to the financial statements are an integral part of this statement.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

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**NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES**

**A. Reporting Entity**

High Tech High (“HTH” or the “Organization”), located in San Diego County, was formed as a nonprofit public benefit corporation on April 19, 1999. HTH operates several charter schools in San Diego County. The active charter schools that the Organization operates are as follows:

Charter School	Classes Began	Authorizing Agency*	Grades Served	Charter No.
High Tech High	9/1/2000	District	9 - 12	0269
High Tech Elementary Explorer	9/5/2000	District	K - 5	0278
High Tech Middle	9/2/2003	District	6 - 8	0546
High Tech High Media Arts	8/29/2005	District	9 - 12	0622
High Tech High International	9/7/2004	District	9 - 12	0623
High Tech Middle Media Arts	9/6/2005	District	6 - 8	0660
High Tech High North County	9/10/2007	SBE	9 - 12	0756
High Tech High Chula Vista	8/27/2007	SBE	9 - 12	0756
High Tech Middle North County	8/31/2009	SBE	6 - 8	0756
High Tech Middle Chula Vista	8/20/2011	SBE	6 - 8	0756
High Tech Elementary North County	8/26/2013	SBE	K - 5	0756
High Tech Elementary Chula Vista	8/20/2011	SBE	K - 5	0756

*\*Six (6) of the Organization’s charters schools are authorized to operate by the San Diego Unified School District (the “District”) and all others are authorized by the State Board of Education (“SBE”) under a Statewide Benefit Charter known as SBC – High Tech High.*

The specific goals of High Tech High are to successfully integrate technical and academic education in a school that prepares students for post-secondary education and for leadership in the high technology industry; to increase the number of underrepresented students in math and engineering who succeed in middle school, high school and post-secondary education and who become productive member and leader in the San Diego high technology industry; and to provide all High Tech High students with an extraordinary education that prepares them to be thoughtful, engaging citizens in our increasingly technological society.

High Tech High also operates a charter management organization (the “CMO”), which is responsible for providing management services and facility maintenance services for the supported schools. The CMO provides business office support, facility maintenance staffing, professional development, recruitment and enrollment processing, pupil accounting, food services coordination, grants preparation, and other services in support of the schools operated by High Tech High.

HTH Learning, a related nonprofit public benefit corporation, is the sole corporate member of High Tech High.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)**

**B. Basis of Accounting**

The Organization's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

**C. Financial Statement Presentation**

The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Unrestricted net assets include all resources available for use by the Board of Directors and management's discretion in carrying out the activities of the Organization in accordance with its Bylaws. Temporarily or permanently restricted net assets are only expendable for the purposes specified by the donor or through the passage of time. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets. Permanently restricted net assets are generally required to be held by the Organization in perpetuity while the earnings on those assets are available for use by the Organization to support its activities. Donors can place restrictions on the earnings from permanently restricted contributions at the time the contributions are made or pledged. Fund accounting is not used in the Organization's financial statement presentation.

**D. Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

**E. Cash and Cash Equivalents**

The Organization considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

**F. Investments**

The Organization's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities.

**G. Capital Assets**

The Organization has adopted a policy to capitalize asset purchases over \$2,500. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset. Capital assets are depreciated using the straight-line method.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

---

**NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)**

**H. Receivables and Allowances**

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2015, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

**I. Deferred Revenue**

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Organization prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met or when the Organization has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

**J. Fair Value Measurements**

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- |         |  |
|---------|--|
| Level 1 | Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.  |
| Level 2 | Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument. |
| Level 3 | Inputs to the valuation methodology are unobservable and significant to the fair value measurement.  |

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

**K. Functional Expenses**

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)**

**L. Contributions**

Contributions that are restricted by the donor are reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the existence or nature of any donor restrictions.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the Organization if not donated.

**M. In Lieu of Property Taxes Revenue**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for San Diego Unified School District. The District makes monthly payments to the Organization for in lieu of property taxes. Revenues are recognized by the Organization when earned.

As the State Board of Education directly authorizes the SBC charters, no in lieu of property taxes revenue is collected by the Organization for these schools.

**N. Income Taxes**

The Organization is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Organization is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. Since the Organization operates charter schools as its primary exempt purpose, it is not required to register with the California Attorney General as a charity.

The Organization's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Organization's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

**NOTE 2 – CASH AND CASH EQUIVALENTS**

Cash and cash equivalents as of June 30, 2015 consist of the following:

Cash in banks, non-interest bearing	\$ 2,151,109
Cash in banks, interest bearing	449,733
Cash in county treasury	4,725,077
Cash on hand (petty cash)	1,800
<b>Total Cash and Cash Equivalents</b>	<b><u>\$ 7,327,719</u></b>



**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 2 – CASH AND CASH EQUIVALENTS (continued)**

**Cash in County Treasury**

The Organization is a voluntary participant in an external investment pool. The fair value of the Organization's investment in the pool is reported in the financial statements at amounts based upon the Organization's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

Except for investments by trustees of debt proceeds, the authority to invest Organization funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

**Cash in Banks**

Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. The Organization has adopted a cash management policy that addresses investment options as well as actions to be taken in the event that deposits exceed FDIC insurance limits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2015, \$252,096 of High Tech High's normal bank balance was exposed to custodial credit risk. Additionally, \$1,649,243 is due to balances held with the Bond Trustee in anticipation of July 1 payments.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 3 – INVESTMENTS**

**Certificates of Deposit**

The Organization holds certificates of deposit, which are carried at amortized cost and classified as an investment under current assets in the statement of financial position. This investment does not qualify as securities defined in FASB ASC 320, *Investments – Debt and Equity Securities*, thus the fair value disclosure required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided. As of June 30, 2015, the carrying value of the certificates of deposit is \$51,062.

**Capital Project Sinking Funds**

The Organization maintains investments for reserves for capital project sinking as discussed further in Note 7 under “subsidized interest and other obligations.” As of June 30, 2015, \$764,448 of the \$3,023,866 recorded as capital project sinking funds consists of funds invested in Treasury Notes during the fiscal year ended June 30, 2015. The Treasury Notes will mature after a ten-year period in May 2023. The accounts are deemed Level 1 investments within the fair value hierarchy.

**NOTE 4 –RECEIVABLES**

**Accounts Receivable**

Accounts receivable as of June 30, 2015 consists of the following:

Due from grantor governments:	
California Department of Education	\$ 1,010,885
San Diego Unified School District	905,449
Desert Mountain SELPA	1,124,905
Total due from grantor governments	3,041,239
Other sources	453,668
<b>Total Accounts Receivable</b>	<b>\$ 3,494,907</b>

**Contributions Receivable**

On January 9, 2007, the Organization entered into a long-term agreement with the City of Chula Vista for the use of public property located at the High Tech High Chula Vista school site. Phase 2 of the project began on July 1, 2010. This agreement grants the Organization with possessory interest in the land valued at \$1,185,000, so long as the land is used for educational purposes. The agreement expires on December 17, 2057, and is renewable for two additional 25 year terms.

The Organization recorded this transaction as a contribution of a long-lived asset with a time restriction. When the agreement was entered into, the asset was recognized as a contribution receivable, and revenue was accrued as restricted. At the end of the year in which the agreement was entered into, the restricted income increased temporarily restricted net assets. Over the 50 year life of the agreement, the restricted net assets are released from restriction on the straight line basis at a rate of \$24,947 per year. As of June 30, 2015, the balance of the contribution receivable was \$1,060,261, including the current portion of \$24,945.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 5 – CAPITAL ASSETS AND DEPRECIATION**

Capital asset activity for the year ended June 30, 2015 consists of the following:

	Balance July 1, 2014	Additions	Disposals	Balance June 30, 2015
Property and equipment				
Land	\$ 5,439,871	\$ -	\$ -	\$ 5,439,871
Buildings	23,524,616	11,007,095	-	34,531,711
Land and building improvements	1,661,755	373,936	73,373	1,962,318
Equipment	2,193,843	228,814	25,722	2,396,935
Furniture	755,111	43,585	10,493	788,203
Software	51,811	-	-	51,811
Vehicles	196,232	2,500	-	198,732
Construction in progress	7,435,797	-	7,435,797	-
Total property and equipment	41,259,036	11,655,930	7,545,385	45,369,581
Less: accumulated depreciation	(4,428,616)	(1,514,663)	(109,588)	(5,833,691)
<b>Capital Assets, net</b>	<b>\$ 36,830,420</b>	<b>\$ 10,141,267</b>	<b>\$ 7,435,797</b>	<b>\$ 39,535,890</b>

Total purchases of capital assets during the fiscal year ended June 30, 2015 amounted to \$4,220,133. With regards to construction in progress, a total of \$7,435,797 was completed and transferred to buildings during the fiscal year ended June 30, 2015. This amount is reflected as an addition to buildings and disposal of construction in progress in the above schedule.

**NOTE 6 – LEVERAGED LOAN INVESTMENT**

On October 5, 2012, High Tech High entered into a leverage loan purchase agreement with National Consumer Corporation Bank in the amount of \$4,479,461. The loan, secured by a promissory note, includes a pledge to grant High Tech High a senior security interest in Revolution Community Ventures 1, LLC. This financial instrument for investing activities that High Tech High participates in is recognized at Level 3 within the fair value hierarchy.

**NOTE 7 – BONDS PAYABLE**

**Qualified School Construction Bonds (QSCBs)**

Long-term liabilities associated with bonds payable for the fiscal year ended June 30, 2015 amounted to \$27,450,000 which consists of three Qualified School Construction Bonds (QSCBs) as noted further below:

**2010 CSFA High Tech High Chula Vista K-8 Project Bonds**

In August 2010, the Organization, through the California School Finance Authority (CSFA), issued \$12,000,000 of QSCBs to fund the construction of the High Tech High Chula Vista K-8 Project. In association with this loan, an irrevocable direct pay letter of credit (LC) was written by City National Bank and a standby LC was provided by the Federal Home Loan Bank. As a direct pay LC, the Trustee for the bonds makes draws upon the LC when principal and interest payments are due on the bonds. Under the Reimbursement Agreement with City National Bank, the Organization is required to immediately reimburse the bank for draws upon the letter of credit. HTH Learning is also a party to the Reimbursement Agreement.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 7 – BONDS PAYABLE (continued)**

**Qualified School Construction Bonds (QSCBs) (continued)**

**2010 CSFA High Tech High Chula Vista K-8 Project Bonds (continued)**

The interest rate applied to the bond is 5.014%; however, the Organization will file claims for direct subsidy of the full interest amount as interest becomes due. The direct subsidy is a specific feature of the QSCBs. The full amount of principal is due at the end of the 10 year term. In 2012, the Organization began making deposits into a sinking fund for the purpose of reducing principal owed when the debt is refinanced at the end of the 10 year term. As of June 30, 2015, the principal balance of the loan was \$12,000,000 with current interest payable in the amount of \$604,920. The sinking fund had a balance of \$1,706,699 as of June 30, 2015. Expected future payments on the 2010 QSCBs are as follows:

Year Ended	Subsidized		
June 30	Principal	Interest	Total
2016	\$ -	\$ 604,920	\$ 604,920
2017	-	604,920	604,920
2018	-	604,920	604,920
2019	-	604,920	604,920
2020	-	604,920	604,920
2021	12,000,000	302,460	12,302,460
<b>Total</b>	<b>\$ 12,000,000</b>	<b>\$ 3,327,060</b>	<b>\$ 15,327,060</b>

**2011 CSFA High Tech Middle North County Project Bonds**

In April 2011, the Organization, through the California School Finance Authority (CSFA), issued \$3,950,000 of QSCBs to fund the construction of the High Tech High North County Middle School Project. In association with this loan, an irrevocable direct pay letter of credit (LC) was written by City National Bank and a standby LC was provided by the Federal Home Loan Bank. As a direct pay LC, the Trustee for the bonds makes draws upon the LC when principal and interest payments are due on the bonds. Under the Reimbursement Agreement with City National Bank, the Organization is required to immediately reimburse the bank for draws upon the letter of credit. HTH Learning is also a party to the Reimbursement Agreement

The interest rate applied to the bonds is 5.043%; however, the Organization will file claims for direct subsidy of the full interest amount as interest becomes due. The direct subsidy is a specific feature of the Qualified School Construction Bonds. The full amount of principal is due at the end of the 10 year term. As of June 30, 2015, the balance of principal on the loan was \$3,950,000 with current interest payable in the amount of \$199,199. The balance in the sinking fund was \$552,539 as of June 30, 2015. Expected future payments on the 2011 QSCBs are as follows:

Year Ended	Subsidized		
June 30	Principal	Interest	Total
2016	\$ -	\$ 199,199	\$ 199,199
2017	-	199,199	199,199
2018	-	199,199	199,199
2019	-	199,199	199,199
2020	-	199,199	199,199
2021	3,950,000	199,197	4,149,197
<b>Total</b>	<b>\$ 3,950,000</b>	<b>\$ 1,195,192</b>	<b>\$ 5,145,192</b>

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 7 – BONDS PAYABLE (continued)**

**Qualified School Construction Bonds (QSCBs) (continued)**

**2013 CSFA High Tech Elementary North County Project Bonds**

In April 2013, the Organization, through the California School Finance Authority (CSFA), issued \$11,500,000 of QSCBs to fund the construction of the High Tech Elementary North County School Project with City National Bank serving as the bondholder.

The interest rate applied to the bonds is 5.58%; however, the Organization will file claims for direct subsidy of the full interest amount as interest becomes due. The direct subsidy is a specific feature of the Qualified School Construction Bonds. The full amount of principal is due at June 30, 2023. As of June 30, 2015, the balance of principal on the loan was \$11,500,000 with current interest payable in the amount of \$641,700. The balance in the sinking fund was \$764,448 as of June 30, 2015. Expected future payments on the 2013 QSCBs are as follows:

Year Ended	Subsidized		
June 30	Principal	Interest	Total
2016	\$ -	\$ 641,700	\$ 641,700
2017	-	641,700	641,700
2018	-	641,700	641,700
2019	-	641,700	641,700
2020		641,700	641,700
2021-2023	11,500,000	1,925,100	13,425,100
<b>Total</b>	<b>\$ 11,500,000</b>	<b>\$ 5,133,600</b>	<b>\$ 16,633,600</b>

**Subsidized Interest and Other Obligations**

The tenant schools of High Tech High properties financed by the 2010, 2011, and 2013 QSCBs have committed to a have funds intercepted by the State Controller to service the debt. The amount required to cover the expected costs associated with the debt less interest subsidy received is accrued as rent amounts to High Tech Middle North County (2011 QSCBs) and High Tech Elementary North County (2013 QSCBs). For 2010 QSCBs, the amount is split equally between High Tech Elementary Chula Vista and High Tech Middle Chula Vista.

The intercept of local control funding formula sources by the State Controller will fund the annual fees (LC, trustee, and CSFA) and the required contributions to the capital project sinking fund. The direct subsidy from the US Treasury will fund the interest expense on the bonds. An initial deposit to the Revenue Fund from borrower equity funds the annual fees through December 31, 2012, with the balance held in the Revenue Fund to provide the necessary liquidity when interest payments are reimbursed to the bank in advance of receipt of the Treasury subsidy. Due to inaction of Congress, sequestration cuts were applied at the federal level. As a result of the sequestration cuts, the potential 100% interest subsidy from the QSCBs was not realized in full. A portion of the interest due on July 1, 2015 and accrued in the fiscal year 2014-15 was paid directly by the schools.

In conjunction with the issuance of this debt, the Organization and HTH Learning have entered into a second Reimbursement Agreement with a private guarantor who has pledged collateral to the bank as security for the bank's Reimbursement Agreement. This Reimbursement Agreement reasonably provides that in the event that the Organization has not fulfilled its responsibilities under the Reimbursement Agreement, and as a result, the guarantor's collateral is drawn upon by the bank, the Organization and HTH Learning are obligated to repay the guarantor.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 8 – RELATED PARTY TRANSACTIONS**

**Affiliated Organizations under HTH Learning**

**HTH Learning**

HTH Learning is a nonprofit public benefit corporation organized for the purpose of advancing the HTH model. Due to HTH Learning's status as sole statutory member of High Tech High, HTH Learning and High Tech High are considered financially interrelated organizations under generally accepted accounting principles. Consequently, the Organization's financial statements are available in consolidated format with HTH Learning's financial results upon request. Per the Organization's Bylaws, High Tech High's Board of Trustees elects its own members with the advice and consent of HTH Learning's Board of Trustees. In addition, HTH Learning leases real property to High Tech High schools. See Note 13 for operating leases held with HTH Learning.

On November 6, 2014, HTH Learning entered into a master loan agreement with the California School Finance Authority (CSFA), whereby the Series 2005 Note previously held by HTH Learning to finance the Point Loma facilities was cancelled and the 2014 CSFA Point Loma Facilities Bonds were issued with a new term date of October 1, 2029 for the borrowing of \$11 million at an interest rate of 3.46%. The Point Loma facilities are leased for use by the following High Tech High charter schools: High Tech High, High Tech Middle, High Tech Middle Media Arts, High Tech High International, and High Tech Elementary Explorer, which have elected to provide payment of the 2014 CSFA Point Loma Facilities Revenue Bonds.

**High Tech High Foundation**

High Tech High Foundation (the "Foundation") is a nonprofit public benefit organization, organized with the purpose of supporting High Tech High. As the Foundation's Board of Trustees is elected by HTH's Board of Trustees and HTH receives economic benefit from the Foundation, the entities are considered financially interrelated under generally accepted accounting principles. The Foundation's financial results are not consolidated with High Tech High in these financial statements but are included in the consolidated presentation with HTH Learning referenced above.

**High Tech High Graduate School of Education**

High Tech High Graduate School of Education ("HTH GSE") is another organization under HTH Learning's control. On July 1, 2009, HTH GSE entered into a shared services agreement with High Tech High whereby HTH GSE is to pay a fee for certain services. The shared services agreement was amended as of July 1, 2014 to include services performed by six (6) of High Tech High's staff on behalf and for the benefit of HTH GSE. Based on the agreement, High Tech High shall be reimbursed by HTH GSE for the annual amount of \$501,010 plus the associated employee benefits in their actual amounts. High Tech High's business office also provides other services as part of the shared services agreement. The agreement includes a fee ("management fee") equal to four percent of annual expenditure of HTH GSE as payment for all other services provided by High Tech High in the areas of facilities, budget, financial accounting, risk management, marketing, fund-raising, information technology services, and payroll/benefits administration. Management fees amounted to \$72,538 during the fiscal year ended June 30, 2015 for handling such services.

**Due to Related Entities**

The net amount due to related entities as of June 30, 2015 was \$862,319. Of this amount, \$128,042 was owed to the Foundation for cash balances held in a common operating bank account and \$795,944 was due to HTH Learning for cash balances held in a common operating account. These due to balances are offset by a due from related entities balance of \$61,667. The amount due from HTH GSE is related to outstanding payroll liabilities.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 8 – RELATED PARTY TRANSACTIONS (continued)**

**Interagency Transactions**

Receivables and payables due between High Tech High charter schools and/or other operations are classified as due to/from related entities within the Statement of Financial Position by Charter. During the fiscal year ended June 30, 2015, High Tech High charter schools had expenditures related to fees for management, facility services, and special education services, which resulted in income to other operations. Interagency transactions and balances are eliminated in the financial statements of High Tech High to better reflect the true activities of the corporation.

**Authorizing Agencies**

The Organization makes payments to San Diego Unified School District and the State Board of Education for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Oversight fees expensed during the year ended June 30, 2015 totaled \$169,399 paid to the District and \$185,654 paid to the California Board of Education.

**NOTE 9 – TEMPORARILY RESTRICTED NET ASSETS**

As of June 30, 2015, High Tech High's temporarily restricted net assets consisted of the following:

State restricted programs	\$	433,974
Other contributions with purpose restrictions		284,297
Contributed use of long-lived assets		1,060,261
<b>Total Temporarily Restricted Net Assets</b>	<b>\$</b>	<b>1,778,532</b>

**NOTE 10 – FAIR VALUE MEASUREMENT**

The leveraged loan that High Tech High participates in for investing activities is nonrecurring and reported at fair value. This investing activity is recognized at Level 3 within the fair value hierarchy as inputs to the valuation methodology are unobservable and significant to the fair value measurement. During the fiscal year ended June 30, 2015, there were no transfers within the fair value hierarchy nor were there any changes to valuation techniques. Because there was no activity within this investment during the fiscal year, opening balances and closing balances remain unchanged; therefore, there is no reconciliation noting the change in the investment balance for the leveraged loan. A description of the valuation process and policies for this investment activity are presented in Note 6. All other investments are recognized at Level 1 within the fair value hierarchy as inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 11 – DONATED MATERIALS AND SERVICES**

During the year, many parents, administrators and other individuals donated significant amounts of time and services to the Organization in an effort to advance the programs and objectives of the Organization. These services have not been recorded in the financial statements of the Organization because they do not meet the criteria required by generally accepted accounting principles.

**NOTE 12 – EMPLOYEE RETIREMENT PLANS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The charters operated by High Tech High have made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). In addition, High Tech High offers a voluntary 403(b) defined contribution plan.

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

The Organization contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

**Funding Policy**

Active plan members are required to contribute 8.15% of their salary. The required employer contribution rate for fiscal year 2014-15 was 8.88% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalSTRS for the last three fiscal years were as follows:

	Contribution	Percent of Required Contribution
2014-15	\$ 1,592,010	100%
2013-14	\$ 1,336,338	100%
2012-13	\$ 1,134,263	100%

**On-Behalf Payments**

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for the Organization is estimated at \$848,484 (5.679% of creditable compensation subject to CalSTRS in 2012-13).



**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 12 – EMPLOYEE RETIREMENT PLANS (continued)**

**California Public Employees’ Retirement System (CalPERS)**

**Plan Description**

The Organization contributes to the School Employer Pool under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees’ Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street; Sacramento, California 95814.

**Funding Policy**

Prior to January 1, 2013, active plan members are required to contribute 7.0% of their salary. The California Public Employees’ Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 6.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member’s contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

High Tech High is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2014-15 was 11.771%. The contribution requirements of the plan members are established by state statute. The Organization’s contributions to CalPERS for the last three fiscal years were as follows:

	Contribution	Percent of Required Contribution
2014-15	\$ 530,034	100%
2013-14	\$ 446,305	100%
2012-13	\$ 388,941	100%

**Alternative Plan**

As established by federal law, all public sector employees who are not members of their employer’s existing retirement plan must be covered by social security or an alternative plan. The Organization offers both social security and a 403(b) employee funded plan to those that do not qualify for CalSTRS benefits. High Tech High’s qualified 403(b) employee savings plan is administered by the San Diego County Office of Education for the benefit of its employees. Substantially, all employees are eligible to participate in the 403(b) plan. Under the plan, employees can contribute and defer taxes on compensation contributed.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 13 – COMMITMENTS AND CONTINGENCIES**

**Operating Leases**

Liberty Station Education Center LLC leases a school facility to HTH Learning which subleases to the Organization for the High Tech High Media Arts and High Tech Middle Media Arts charter schools. In addition, HTH Learning leases facilities directly to the Organization for High Tech High, High Tech Middle, High Tech High International, High Tech High Chula Vista, High Tech High North County, and a ground lease to High Tech Middle North County. The Organization accounts for these leases under the operating method of accounting for leases. The lease term expirations for the each of the charter schools and the annual lease payments of each for the year ended June 30, 2015 are as follows:

	<b>2014-15</b>
	<b><u>Lease Payment</u></b>
High Tech High	\$ 730,598
Explorer Elementary Charter School	127,315
High Tech Middle	582,330
High Tech High Media Arts	619,853
High Tech Middle Media Arts	638,576
High Tech International	525,333
High Tech High Chula Vista	1,248,000
High Tech High North County	1,100,000
High Tech Middle North County	75,000
<b>Total Lease Payments to HTH Learning</b>	<b><u>\$ 5,647,005</u></b>

**Governmental Funding**

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

**Multi-employer Defined Benefit Plan Participation**

Under current law on multiemployer defined benefit plans, the Organization's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Organization to make payments to the plan, which would approximate High Tech High's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that High Tech High's share of withdrawal liability is approximately \$686,048 as of June 30, 2014. Also as of June 30, 2014, CalPERS has estimated High Tech High's share of withdrawal liability to be \$359,969. The Organization does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 12 for additional information on employee retirement plans.

**HIGH TECH HIGH**  
**NOTES TO FINANCIAL STATEMENTS, continued**  
**JUNE 30, 2015**

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**NOTE 14 – SUBSEQUENT EVENTS**

Management of the Organization has evaluated subsequent events for the period from June 30, 2015 through November 10, 2015, the date the financial statements were available to be issued, and noted the following:

- In August 2015, school began for an additional charter school authorized by San Diego Unified School District for High Tech Elementary Point Loma (Charter No. 1709). A new lease with HTH Learning was approved for this charter school.
- Effective September 2015, lease agreements with HTH Learning were revised for High Tech High North County and High Tech Middle North County.
- On September 1, 2015, HTH GSE entered into a use agreement with High Tech High for a term of approximately fifteen (15) academic years, commencing on September 1, 2015 and terminating on August 31, 2030.
- As part of a wind down of the leveraged loan purchase agreement with National Consumer Corporate Bank (NCCB), High Tech High Foundation acquired Revolution Community Ventures (RCV) 1, LLC. As a result, \$1.2 million of RCV assets was used to repay the High Tech High leveraged loan, \$1.329 million of the promissory note attached to the NCCB loan was forgiven (limited to funds received from private sources) and the remaining \$1.962 million was reclassified as a direct loan between High Tech High and HTH Learning.

Management did not identify any other transactions or events that require disclosure or that would have an impact on the financial statements.

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## **SUPPLEMENTARY INFORMATION SECTION**

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**HIGH TECH HIGH  
ORGANIZATIONAL STRUCTURE  
JUNE 30, 2015**

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High Tech High (the "Organization") was formed as a nonprofit public benefit corporation in April 1999. As of June 30, 2015, the Organization operated twelve (12) charter schools:

Charter School	Classes Began	Authorizing Agency*	Grades Served	Charter No.
High Tech High	9/1/2000	District	9 - 12	0269
High Tech Elementary Explorer	9/5/2000	District	K - 5	0278
High Tech Middle	9/2/2003	District	6 - 8	0546
High Tech High Media Arts	8/29/2005	District	9 - 12	0622
High Tech High International	9/7/2004	District	9 - 12	0623
High Tech Middle Media Arts	9/6/2005	District	6 - 8	0660
High Tech High North County	9/10/2007	SBE	9 - 12	0756
High Tech High Chula Vista	8/27/2007	SBE	9 - 12	0756
High Tech Middle North County	8/31/2009	SBE	6 - 8	0756
High Tech Middle Chula Vista	8/20/2011	SBE	6 - 8	0756
High Tech Elementary North County	8/26/2013	SBE	K - 5	0756
High Tech Elementary Chula Vista	8/20/2011	SBE	K - 5	0756

\* Six (6) of the Organization's charters schools are authorized to operate by the San Diego Unified School District (the "District") and all others are authorized by the State Board of Education ("SBE") under a Statewide Benefit Charter known as SBC – High Tech High.

**BOARD OF TRUSTEES**

Trustee	Office	Term Ending
Gary Jacobs	Chair	September 2016
Kay Davis	Secretary	September 2016
Michael McCraw	Trustee	September 2016
Heather Lattimer	Trustee	August 2017

**ADMINISTRATION**

Larry Rosenstock <i>Principal &amp; Chief Executive Officer</i>	Ben Daley <i>Chief Operating Officer &amp; Chief Academic Officer</i>
Kay McElrath <i>Chief Financial Officer</i>	Maria Heredia <i>Chief Administrative Officer/General Counsel</i>

See accompanying note to supplementary information.

**HIGH TECH HIGH**  
**STATEMENT OF FINANCIAL POSITION BY CHARTER**  
**JUNE 30, 2015**

California Charter No.	0269	0278	0546	0622	0623	0660
	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts
<b>ASSETS</b>						
Current assets						
Cash and cash equivalents	\$ 469,125	\$ 550,476	\$ 302,200	\$ 473,147	\$ 280,999	\$ 313,878
Investments	-	51,062	-	-	-	-
Accounts receivable	459,716	265,973	283,204	299,296	296,617	235,715
Prepaid expenses	838	2,323	-	838	838	7,975
Due from related entities	539,533	200,000	350,000	600,000	250,000	325,000
Total current assets	1,469,212	1,069,834	935,404	1,373,281	828,454	882,568
Capital assets						
Property and equipment	248,661	880,105	198,127	318,601	119,675	158,620
Less accumulated depreciation	(76,145)	(275,791)	(70,299)	(106,818)	(79,165)	(52,677)
Capital assets, net	172,516	604,314	127,828	211,783	40,510	105,943
<b>LIABILITIES AND NET ASSETS</b>						
Current liabilities						
Accounts payable	\$ 184,814	\$ 69,066	\$ 23,835	\$ 113,744	\$ 126,813	\$ 26,254
Due to related entities	357,812	251,160	302,501	480,839	197,340	264,613
Deferred revenue	4,113	11,151	15,392	10,552	4,948	6,577
Total current liabilities	546,739	331,377	341,728	605,135	329,101	297,444
Net assets						
Unrestricted	1,007,695	1,308,737	624,392	953,261	395,712	654,738
Temporarily restricted	87,294	34,034	97,112	26,668	144,151	36,329
Total net assets	1,094,989	1,342,771	721,504	979,929	539,863	691,067
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,641,728</b>	<b>\$ 1,674,148</b>	<b>\$ 1,063,232</b>	<b>\$ 1,585,064</b>	<b>\$ 868,964</b>	<b>\$ 988,511</b>

See accompanying notes to supplementary information.

**HIGH TECH HIGH**  
**STATEMENT OF FINANCIAL POSITION BY CHARTER, continued**  
**JUNE 30, 2015**

Statewide Benefit Charter No. 0756						
High Tech High North County	High Tech High Chula Vista	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Elementary North County	High Tech Elementary Chula Vista	Total SBE Authorized Charters
\$ 547,812	\$ 688,456	\$ 278,474	\$ 319,516	\$ 296,121	\$ 342,764	\$ 2,473,143
-	-	-	-	-	-	-
262,772	349,522	146,864	167,275	178,544	270,569	1,375,546
3,530	838	-	-	-	3,586	7,954
175,000	625,000	325,000	325,000	-	326,028	1,776,028
989,114	1,663,816	750,338	811,791	474,665	942,947	5,632,671
47,075	167,869	39,429	17,880	-	3,160	275,413
(19,224)	(90,302)	(28,366)	(10,444)	-	(775)	(149,111)
27,851	77,567	11,063	7,436	-	2,385	126,302
\$ 42,121	\$ 59,721	\$ 15,037	\$ 27,623	\$ 14,560	\$ 23,432	\$ 182,494
256,863	141,274	186,058	237,246	351,507	437,241	1,610,189
-	16,354	773	3,245	24,324	44,590	89,286
298,984	217,349	201,868	268,114	390,391	505,263	1,881,969
711,676	1,518,694	550,235	545,773	84,274	434,729	3,845,381
6,305	5,340	9,298	5,340	-	5,340	31,623
717,981	1,524,034	559,533	551,113	84,274	440,069	3,877,004
\$ 1,016,965	\$ 1,741,383	\$ 761,401	\$ 819,227	\$ 474,665	\$ 945,332	\$ 5,758,973

See accompanying notes to supplementary information.

**HIGH TECH HIGH  
STATEMENT OF ACTIVITIES BY CHARTER  
FOR THE YEAR ENDED JUNE 30, 2015**

California Charter No.	0269	0278	0546	0622	0623	0660
	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts
<b>UNRESTRICTED NET ASSETS</b>						
<b>Unrestricted Support and Revenues</b>						
Federal and state support and revenues						
Local control funding formula, state aid	\$ 2,136,601	\$ 882,152	\$ 729,744	\$ 1,369,262	\$ 1,345,620	\$ 725,490
Federal revenues	162,461	144,116	92,018	115,757	117,853	147,116
Other state revenues	513,635	292,299	276,207	346,568	341,469	252,210
Total federal and state support and revenue	2,812,697	1,318,567	1,097,969	1,831,587	1,804,942	1,124,816
Local support and revenues						
Payments in lieu of property taxes	2,401,048	1,440,103	1,330,709	1,641,546	1,630,847	1,306,724
Grants and donations	272,142	277,172	345,855	268,570	166,046	424,172
Investment income, net	1,385	1,151	901	1,385	1,114	969
Other local revenues	409,369	225,770	191,625	49,858	44,400	67,876
Total local support and revenues	3,083,944	1,944,196	1,869,090	1,961,359	1,842,407	1,799,741
Donor restrictions satisfied	93,156	160,703	81,212	180,549	69,394	121,319
<b>Total Unrestricted Support and Revenues</b>	<b>5,989,797</b>	<b>3,423,466</b>	<b>3,048,271</b>	<b>3,973,495</b>	<b>3,716,743</b>	<b>3,045,876</b>
<b>Expenses</b>						
Program services						
K-12 Instruction	3,103,464	2,031,956	1,638,340	1,859,724	1,943,306	1,453,102
Instructional support	1,054,995	280,932	130,660	485,583	384,709	257,479
Dissemination	225	225	225	224	225	224
Educational facilities	777,400	176,735	629,177	666,994	572,134	685,378
Support to affiliates	-	110,883	-	-	-	-
Management and general	1,124,283	730,487	643,412	811,354	873,207	621,014
Fundraising	1,040	43,469	86	288	521	-
Depreciation and amortization	18,014	38,346	17,297	35,963	12,752	18,616
<b>Total Expenses</b>	<b>6,079,421</b>	<b>3,413,033</b>	<b>3,059,197</b>	<b>3,860,130</b>	<b>3,786,854</b>	<b>3,035,813</b>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<b>(89,624)</b>	<b>10,433</b>	<b>(10,926)</b>	<b>113,365</b>	<b>(70,111)</b>	<b>10,063</b>
<b>Unrestricted Net Assets - Beginning</b>	<b>1,097,319</b>	<b>1,298,304</b>	<b>635,318</b>	<b>839,896</b>	<b>465,823</b>	<b>644,675</b>
<b>Unrestricted Net Assets - Ending</b>	<b>1,007,695</b>	<b>1,308,737</b>	<b>624,392</b>	<b>953,261</b>	<b>395,712</b>	<b>654,738</b>
<b>TEMPORARILY RESTRICTED NET ASSETS</b>						
Other state revenues	96,590	143,707	140,598	146,773	141,101	145,480
Grants and donations	-	-	-	-	-	-
Donor restrictions satisfied	(93,156)	(160,703)	(81,212)	(180,549)	(69,394)	(121,319)
<b>CHANGE IN TEMPORARILY RESTRICTED NET ASSETS</b>	<b>3,434</b>	<b>(16,996)</b>	<b>59,386</b>	<b>(33,776)</b>	<b>71,707</b>	<b>24,161</b>
<b>Temporarily Restricted Net Assets - Beginning</b>	<b>83,860</b>	<b>51,030</b>	<b>37,726</b>	<b>60,444</b>	<b>72,444</b>	<b>12,168</b>
<b>Temporarily Restricted Net Assets - Ending</b>	<b>87,294</b>	<b>34,034</b>	<b>97,112</b>	<b>26,668</b>	<b>144,151</b>	<b>36,329</b>
<b>CHANGE IN NET ASSETS</b>	<b>(86,190)</b>	<b>(6,563)</b>	<b>48,460</b>	<b>79,589</b>	<b>1,596</b>	<b>34,224</b>
<b>Net Assets - Beginning</b>	<b>1,181,179</b>	<b>1,349,334</b>	<b>673,044</b>	<b>900,340</b>	<b>538,267</b>	<b>656,843</b>
<b>Net Assets - Ending</b>	<b>\$ 1,094,989</b>	<b>\$ 1,342,771</b>	<b>\$ 721,504</b>	<b>\$ 979,929</b>	<b>\$ 539,863</b>	<b>\$ 691,067</b>

See accompanying notes to supplementary information.



**HIGH TECH HIGH**  
**STATEMENT OF ACTIVITIES BY CHARTER, continued**  
**FOR THE YEAR ENDED JUNE 30, 2015**

Statewide Benefit Charter No. 0756						
High Tech High North County	High Tech High Chula Vista	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Elementary North County	High Tech Elementary Chula Vista	Total SBE Authorized Charters
\$ 4,004,090	\$ 4,699,396	\$ 2,075,392	\$ 2,114,692	\$ 2,028,204	\$ 2,735,541	\$ 17,657,315
154,974	529,131	61,821	160,168	273,379	207,098	1,386,571
492,963	449,088	325,612	226,584	185,034	329,943	2,009,224
4,652,027	5,677,615	2,462,825	2,501,444	2,486,617	3,272,582	21,053,110
-	-	-	-	-	-	-
229,561	293,364	59,453	18,040	14,449	27,667	642,534
1,173	1,258	908	908	907	1,014	6,168
365,421	121,621	55,288	24,602	89,804	188,814	845,550
596,155	416,243	115,649	43,550	105,160	217,495	1,494,252
63,853	85,800	72,628	67,402	-	29,719	319,402
5,312,035	6,179,658	2,651,102	2,612,396	2,591,777	3,519,796	22,866,764
-	-	-	-	-	-	-
2,846,472	3,055,799	1,432,945	1,359,251	1,587,273	2,078,667	12,360,407
362,393	483,657	243,329	234,911	262,518	444,817	2,031,625
315	248	225	225	-	225	1,238
1,100,000	1,248,000	348,830	343,481	175,006	343,481	3,558,798
-	-	-	-	-	-	-
937,910	1,032,172	594,640	613,847	499,663	542,336	4,220,568
15	1,144	396	185	1,968	4,139	7,847
8,563	22,156	4,791	3,576	-	613	39,699
5,255,668	5,843,176	2,625,156	2,555,476	2,526,428	3,414,278	22,220,182
56,367	336,482	25,946	56,920	65,349	105,518	646,582
655,309	1,182,212	524,289	488,853	18,925	329,211	3,198,799
711,676	1,518,694	550,235	545,773	84,274	434,729	3,845,381
-	-	-	-	-	-	-
-	5,000	-	-	-	-	5,000
(63,853)	(85,800)	(72,628)	(67,402)	-	(29,719)	(319,402)
(63,853)	(80,800)	(72,628)	(67,402)	-	(29,719)	(314,402)
70,158	86,140	81,926	72,742	-	35,059	346,025
6,305	5,340	9,298	5,340	-	5,340	31,623
(7,486)	255,682	(46,682)	(10,482)	65,349	75,799	332,180
725,467	1,268,352	606,215	561,595	18,925	364,270	3,544,824
\$ 717,981	\$ 1,524,034	\$ 559,533	\$ 551,113	\$ 84,274	\$ 440,069	\$ 3,877,004

See accompanying notes to supplementary information.

**HIGH TECH HIGH  
STATEMENT OF CASH FLOWS BY CHARTER  
FOR THE YEAR ENDED JUNE 30, 2015**

California Charter No.	0269	0278	0546	0622	0623	0660
	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>						
Change in net assets	\$ (86,190)	\$ (6,563)	\$ 48,460	\$ 79,589	\$ 1,596	\$ 34,224
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities						
Depreciation	17,661	38,347	17,296	35,964	12,752	18,616
Loss on asset disposal	352	-	-	-	-	-
(Increase) decrease in operating assets						
Accounts receivable	88,521	1,627	27,495	78,224	68,707	41,467
Prepaid expenses	832	(2,323)	-	(838)	(838)	(7,975)
Due from related entities	(51,028)	(196,201)	(50,000)	(150,000)	(52,000)	75,000
Increase (decrease) in operating liabilities						
Accounts payable	58,371	(33,256)	(89,709)	45,368	54,692	(43,478)
Due to related entities	(26,774)	251,160	12,454	110,268	(1,399)	67,779
Deferred revenue	(3,137)	11,151	2,005	5,391	4,948	6,577
<b>Net cash provided by (used in) operating activities</b>	<b>(1,392)</b>	<b>63,942</b>	<b>(31,999)</b>	<b>203,966</b>	<b>88,458</b>	<b>192,210</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>						
Transfer of cash to investments	-	(51,062)	-	-	-	-
Purchase of capital assets	(5,500)	(102,795)	(60,405)	(102,954)	(13,126)	(92,527)
<b>Net cash provided by (used in) investing activities</b>	<b>(5,500)</b>	<b>(153,857)</b>	<b>(60,405)</b>	<b>(102,954)</b>	<b>(13,126)</b>	<b>(92,527)</b>
<b>NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(6,892)</b>	<b>(89,915)</b>	<b>(92,404)</b>	<b>101,012</b>	<b>75,332</b>	<b>99,683</b>
<b>Cash and cash equivalents - Beginning</b>	<b>476,017</b>	<b>640,391</b>	<b>394,604</b>	<b>372,135</b>	<b>205,667</b>	<b>214,195</b>
<b>Cash and cash equivalents - Ending</b>	<b>\$ 469,125</b>	<b>\$ 550,476</b>	<b>\$ 302,200</b>	<b>\$ 473,147</b>	<b>\$ 280,999</b>	<b>\$ 313,878</b>

See accompanying notes to supplementary information.

**HIGH TECH HIGH**  
**STATEMENT OF CASH FLOWS BY CHARTER, continued**  
**FOR THE YEAR ENDED JUNE 30, 2015**

Statewide Benefit Charter No. 0756						
High Tech High North County	High Tech High Chula Vista	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Elementary North County	High Tech Elementary Chula Vista	Total SBE Authorized Charters
\$ (7,486)	\$ 255,682	\$ (46,682)	\$ (10,482)	\$ 65,349	\$ 75,799	\$ 332,180
8,562	22,156	4,791	3,576	-	613	39,698
-	-	-	-	-	-	-
514,720	643,328	237,890	225,499	365,198	290,777	2,277,412
(3,530)	(838)	-	-	-	(3,586)	(7,954)
(25,000)	(175,000)	(35,000)	75,000	-	(125,978)	(285,978)
24,956	26,623	14,702	10,659	(14,863)	12,584	74,661
(303,521)	(576,136)	(30,576)	(129,683)	11,748	(119,928)	(1,148,096)
(47)	(22,707)	773	(4,688)	(138,894)	28,630	(136,933)
208,654	173,108	145,898	169,881	288,538	158,911	1,144,990
-	-	-	-	-	-	-
-	(10,205)	-	-	-	-	(10,205)
-	(10,205)	-	-	-	-	(10,205)
208,654	162,903	145,898	169,881	288,538	158,911	1,134,785
339,158	525,553	132,576	149,635	7,583	183,853	1,338,358
\$ 547,812	\$ 688,456	\$ 278,474	\$ 319,516	\$ 296,121	\$ 342,764	\$ 2,473,143

See accompanying notes to supplementary information.

**HIGH TECH HIGH  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
FOR THE YEAR ENDED JUNE 30, 2015**

**SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS  
CLASSROOM BASED**

**SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM BASED**

California Charter No.	0269	0278	0546	0622	0623	0660
	High Tech High High	High Tech Elementary Explorer	High Tech High Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts
<b>Grade Span</b>						
Regular ADA						
Kindergarten through third	-	219.80	-	-	-	-
Grades fourth through sixth	-	114.72	99.95	-	-	98.73
Grades seventh and eighth	-	-	209.31	-	-	204.57
Grades ninth through twelfth	557.67	-	-	380.75	378.69	-
Special Education						
Grades seventh and eighth	-	-	-	-	-	0.11
Grades ninth through twelfth	0.11	-	-	0.77	0.17	-
<b>Total Average Daily Attendance - Classroom Based</b>	557.78	334.52	309.26	381.52	378.86	303.41

**ANNUAL REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM BASED**

California Charter No.	0269	0278	0546	0622	0623	0660
	High Tech High High	High Tech Elementary Explorer	High Tech High Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts
<b>Grade Span</b>						
Regular ADA						
Kindergarten through third	-	219.83	-	-	-	-
Grades fourth through sixth	-	114.02	99.78	-	-	98.94
Grades seventh and eighth	-	-	209.26	-	-	204.88
Grades ninth through twelfth	555.65	-	-	377.22	376.61	-
Special Education						
Grades seventh and eighth	-	-	-	-	-	0.11
Grades ninth through twelfth	0.11	-	-	0.80	0.17	-
<b>Total Average Daily Attendance - Classroom Based</b>	555.76	333.85	309.04	378.02	376.78	303.93

See accompanying notes to supplementary information.

**HIGH TECH HIGH  
SCHEDULE OF AVERAGE DAILY ATTENDANCE, continued  
FOR THE YEAR ENDED JUNE 30, 2015**

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**SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS  
NON-CLASSROOM BASED**

*In 2014-15, there was no average daily attendance (ADA) reported for nonclassroom-based instruction by any of the Organization's charter schools that are authorized by the San Diego Unified School District.*

**HIGH TECH HIGH**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE, continued**  
**FOR THE YEAR ENDED JUNE 30, 2015**

**STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS**  
**CLASSROOM BASED**

**SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM BASED**

California Charter No.		Statewide Benefit Charter No. 0756						
		High Tech High North County	High Tech High Chula Vista	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Elementary North County	High Tech Elementary Chula Vista	Total State Authorized Charters
Grade Span								
Regular ADA								
Kindergarten through third		-	-	-	-	221.00	242.62	463.62
Grades fourth through sixth		-	-	106.70	100.58	70.94	150.03	428.25
Grades seventh and eighth		-	-	202.87	208.04	-	-	410.91
Grades ninth through twelfth		520.68	594.63	-	-	-	-	1,115.31
Total Average Daily Attendance - Classroom Based		520.68	594.63	309.57	308.62	291.94	392.65	2,418.09

**ANNUAL REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM BASED**

California Charter No.		Statewide Benefit Charter No. 0756						
		High Tech High North County	High Tech High Chula Vista	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Elementary North County	High Tech Elementary Chula Vista	Total State Authorized Charters
Grade Span								
Regular ADA								
Kindergarten through third		-	-	-	-	219.76	241.58	461.34
Grades fourth through sixth		-	-	106.41	100.45	70.73	149.97	427.56
Grades seventh and eighth		-	-	202.65	207.93	-	-	410.58
Grades ninth through twelfth		513.47	584.21	-	-	-	-	1,097.68
Total Average Daily Attendance - Classroom Based		513.47	584.21	309.06	308.38	290.49	391.55	2,397.16

See accompanying notes to supplementary information.

**HIGH TECH HIGH**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE, continued**  
**FOR THE YEAR ENDED JUNE 30, 2015**

**STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS**  
**NON-CLASSROOM BASED**

**SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE - NON-CLASSROOM BASED**

California Charter No.	Statewide Benefit Charter No. 0756						
	High Tech	High Tech	High Tech	High Tech	High Tech	High Tech	Total State
	High	High	Middle	Middle	Elementary	Elementary	Authorized
	North County	Chula Vista	North County	Chula Vista	North County	Chula Vista	Charters
Grade Span							
Regular ADA							
Kindergarten through third	-	-	-	-	0.51	0.47	0.98
Grades fourth through sixth	-	-	0.15	0.04	0.09	0.30	0.58
Grades seventh and eighth	-	-	0.47	0.13	-	-	0.60
Grades ninth through twelfth	1.04	0.59	-	-	-	-	1.63
Total Average Daily Attendance - Classroom Based	1.04	0.59	0.62	0.17	0.60	0.77	3.79

**ANNUAL REPORT: AVERAGE DAILY ATTENDANCE - NON-CLASSROOM BASED**

California Charter No.	Statewide Benefit Charter No. 0756						
	High Tech	High Tech	High Tech	High Tech	High Tech	High Tech	Total State
	High	High	Middle	Middle	Elementary	Elementary	Authorized
	North County	Chula Vista	North County	Chula Vista	North County	Chula Vista	Charters
Grade Span							
Regular ADA							
Kindergarten through third	-	-	-	-	0.57	0.48	1.05
Grades fourth through sixth	-	-	0.15	0.06	0.06	0.23	0.50
Grades seventh and eighth	-	-	0.49	0.22	-	-	0.71
Grades ninth through twelfth	1.86	0.62	-	-	-	-	2.48
Total Average Daily Attendance -							
Non-Classroom Based	1.86	0.62	0.64	0.28	0.63	0.71	4.74

See accompanying notes to supplementary information.

**HIGH TECH HIGH  
SCHEDULE OF INSTRUCTIONAL TIME  
FOR THE YEAR ENDED JUNE 30, 2015**

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Charter School Grade Span	Minutes Requirement	2014-15 Actual Minutes	Number of Days	
			Traditional Calendar	Status
<b>High Tech High</b>				
Grades 9 - 12	62,949	63,520	176	Complied
<b>High Tech Elementary Explorer</b>				
Kindergarten	34,971	54,765	175	Complied
Grades 1 - 3	48,960	54,075	175	Complied
Grades 4 - 5	52,457	54,075	175	Complied
<b>High Tech Middle</b>				
Grades 6 - 8	52,457	58,225	175	Complied
<b>High Tech High Media Arts</b>				
Grades 9 - 12	62,949	64,740	175	Complied
<b>High Tech High International</b>				
Grades 9 - 12	62,949	63,250	175	Complied
<b>High Tech Middle Media Arts</b>				
Grades 6 - 8	52,457	55,125	175	Complied
<b>High Tech High North County</b>				
Grades 9 - 12	62,949	62,970	176	Complied
<b>High Tech High Chula Vista</b>				
Grades 9 - 12	62,949	63,525	176	Complied
<b>High Tech Middle North County</b>				
Grades 6 - 8	52,457	58,230	175	Complied
<b>High Tech Middle Chula Vista</b>				
Grades 6 - 8	52,457	53,725	175	Complied
<b>High Tech Elementary Chula Vista</b>				
Kindergarten	34,971	49,485	175	Complied
Grades 1 - 3	48,960	53,860	175	Complied
Grades 4 - 5	52,457	53,860	175	Complied
<b>High Tech Elementary North County</b>				
Kindergarten	34,971	49,485	175	Complied
Grades 1 - 3	48,960	54,075	175	Complied
Grades 4 - 5	52,457	54,075	175	Complied

See accompanying notes to supplementary information.



**HIGH TECH HIGH  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2015**

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<b>Federal Grantor/Pass-Through Grantor/Program or Cluster</b>	<b>CFDA Number</b>	<b>Pass-Through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<b>U. S. DEPARTMENT OF EDUCATION:</b>			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low -Income and Neglected*	84.010	14329	\$ 592,978
Title II, Part A, Teacher Quality	84.367A	14341	17,921
Title III, Limited English Proficient (LEP) Student Program	84.365	14346	12,722
Title IV, Part B, 21st Century Community Learning Centers Program	84.287	14681	276,896
Title V, Part B, Public Charter Schools Grant*	84.282A	14941	457,068
Title VI, Part B, Rural & Low Income School Program (REAP)	84.358	14356	136,658
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	848,699
<b>Total U. S. Department of Education</b>			<b>2,342,942</b>
<b>U. S. DEPARTMENT OF AGRICULTURE:</b>			
<i>Passed through California Department of Education:</i>			
National School Lunch Program	10.555	13391	108,477
<b>Total U. S. Department of Agriculture</b>			<b>108,477</b>
<b>Total Federal Expenditures</b>			<b>\$ 2,451,419</b>

\* - Major Program

**HIGH TECH HIGH  
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORMS WITH AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2015**

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*There were no adjustments made to reconcile fund balance reported on the Financial Report – Alternative Form to net assets per the audited financial statements for the year ended June 30, 2015 as it pertains to the following public charter schools:*

<b>Charter School</b>	<b>Charter No.</b>
High Tech High	0269
High Tech Elementary Explorer	0278
High Tech Middle	0546
High Tech High Media Arts	0622
High Tech High International	0623
High Tech Middle Media Arts	0660
High Tech High North County	0756
High Tech High Chula Vista	0756
High Tech Middle North County	0756
High Tech Middle Chula Vista	0756
High Tech Elementary North County	0756
High Tech Elementary Chula Vista	0756

**HIGH TECH HIGH**  
**NOTES TO THE SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2015**

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**NOTE 1 – PURPOSE OF SCHEDULES**

**A. Organizational Structure**

This schedule provides information about each of the charter schools' authorizing agencies, grades served, members of the governing board, and members of the administration. The Organization's Board of Trustees governs all of the charters schools operated by the Organization.

**B. Statement of Financial Position, Statement of Activities and Statement of Cash Flows by Charter**

These schedules display the Statement of Financial Position, Statement of Activities, and Statement of Cash Flows for each school operated by the Organization. Please note that these statements are presented for the purpose of fulfilling State of California reporting requirements and do not include all of the activities of the Organization as a whole.

**C. Schedule of Average Daily Attendance (ADA)**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**D. Schedule of Instructional Time**

The charter schools receive, as part of their local control funding formula funding sources, incentive funding for maintaining instructional time. This schedule presents information on the amount of instructional time offered by each charter school and whether the charter schools complied with the provisions of Education Code Section 46200 through 46208. Through 2014-15, the instructional day and minute requirements have been reduced pursuant to Education Code Section 46201.2.

**E. Schedule of Expenditures of Federal Awards**

The accompanying schedule of expenditures of federal awards includes the Federal Grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

**F. Reconciliation of Financial Report – Alternative Forms with Audited Financial Statements**

This schedule provides the information necessary to reconcile net assets reported on the Financial Report – Alternative Forms to the audited financial statements. Net assets per the audited financial statements in this schedule equals net assets at June 30, 2015 for each school as reported on the statements by charter.

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## **OTHER INDEPENDENT AUDITORS' REPORTS**

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Independent Auditors' Report

To the Governance Board of  
High Tech High  
San Diego, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of High Tech High (the "Organization") as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements and have issued our report thereon dated November 10, 2015.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting ("internal control") to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

SAN DIEGO  
LOS ANGELES  
SAN FRANCISCO/BAY AREA

Corporate Office:  
348 Olive Street  
San Diego, CA 92103

toll-free: 877.220.7229  
tel: 619.270.8222  
fax: 619.260.9085  
www.christywhite.com

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State Board of Accountancy

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Christy White Associates". The signature is written in dark ink on a white rectangular background.

San Diego, California  
November 10, 2015

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT  
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY  
OMB CIRCULAR A-133**

Christy White, CPA

Michael Ash, CPA

Heather Rubio

SAN DIEGO  
LOS ANGELES  
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Independent Auditors' Report

To the Governance Board of  
High Tech High  
San Diego, California

**Report on Compliance for Each Major Federal Program**

We have audited High Tech High's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of High Tech High's major federal programs for the year ended June 30, 2015. High Tech High's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of High Tech High's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about High Tech High's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of High Tech High's compliance.

## Opinion on Each Major Federal Program

In our opinion, High Tech High complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

## Report on Internal Control Over Compliance

Management of High Tech High is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered High Tech High's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of High Tech High's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



San Diego, California  
November 10, 2015



## REPORT ON STATE COMPLIANCE

### Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

To the Governance Board of  
High Tech High  
San Diego, California

### Report on State Compliance

We have audited High Tech High's compliance with the types of compliance requirements described in the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel that could have a direct and material effect on each of High Tech High's state programs for the fiscal year ended June 30, 2015, as identified below. Reference to High Tech High within this letter is inclusive of all charter schools referenced in Note1A of the accompanying financial statements.

### Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of High Tech High's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about High Tech High's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of High Tech High's compliance with those requirements.

SAN DIEGO  
LOS ANGELES  
SAN FRANCISCO/BAY AREA

Corporate Office:  
348 Olive Street  
San Diego, CA 92103

toll-free: 877.220.7229  
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fax: 619.260.9085  
www.christywhite.com

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## Opinion on State Compliance

In our opinion, High Tech High complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2015.

## Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine High Tech High's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
<b>School Districts and Charter Schools</b>	
California Clean Energy Jobs Act	Yes
After School Education and Safety Program:	Not applicable/Yes*
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
<b>Charter Schools</b>	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study for Charter Schools	No
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not applicable

*\*After School Education and Safety Program is only applicable to High Tech High Middle (California Charter No. 0546)*

We did not perform testing of Nonclassroom-Based Instruction/Independent Study for those charters noted within the Schedule of Average Daily Attendance (ADA) as having generated ADA from non-classroom based instruction because reported ADA was not material.



San Diego, California

November 10, 2015

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## **FINDINGS AND QUESTIONED COSTS SECTION**

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**HIGH TECH HIGH  
SUMMARY OF AUDITORS' RESULTS  
FOR THE YEAR ENDED JUNE 30, 2015**

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**FINANCIAL STATEMENTS**

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Non-compliance material to financial statements noted?	<u>No</u>

**FEDERAL AWARDS**

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with section .510(a) of OMB Circular A-133?	<u>No</u>
Identification of major programs:	

<u>CFDA Number(s)</u>	<u>Name of Federal Program of Cluster</u>
<u>84.010</u>	<u>Title I, Part A, Basic Grants Low-Income and Neglected</u>
<u>84.282A</u>	<u>Title V, Part B, Public Charter Schools Grant</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$300,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

**STATE AWARDS**

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

HIGH TECH HIGH  
FINANCIAL STATEMENT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2015

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FIVE DIGIT CODE

20000

30000

AB 3627 FINDING TYPE

Inventory of Equipment

Internal Control

*There were no audit findings related to the financial statements during 2014-15.*

HIGH TECH HIGH  
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2015

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FIVE DIGIT CODE  
50000

AB 3627 FINDING TYPE  
Federal Compliance

*There were no audit findings and questioned costs related to federal awards during 2014-15.*

**HIGH TECH HIGH  
STATE AWARD FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2015**

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**FIVE DIGIT CODE**

10000  
40000  
42000  
60000  
61000  
62000  
70000  
71000  
72000

**AB 3627 FINDING TYPE**

Attendance  
State Compliance  
Charter School Facilities Programs  
Miscellaneous  
Classroom Teacher Salaries  
Local Control Accountability Plan  
Instructional Materials  
Teacher Misassignments  
School Accountability Report Card

*There were no audit findings and questioned costs related to state awards during 2014-15.*

HIGH TECH HIGH  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2015

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*There were no audit findings and questioned costs in 2013-14.*



**MULTI-YEAR BUDGET PROJECTION MODEL**  
**SBC-HIGH TECH HIGH - STATEWIDE BENEFIT CHARTER**

Object Code	Object Title	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		Unaudited Actuals	Budgeted	Projected	Projected	Projected	Projected
1000	Certificated Salaries	9,625,185	9,915,022	10,085,402	10,186,257	10,389,983	10,597,783
2000	Classified Salaries	2,126,928	2,232,630	2,241,422	2,263,836	2,309,113	2,355,295
3000	Employee Benefits - Budget	2,797,847	3,255,350	3,478,098	3,710,806	3,959,879	4,197,473
4300	Materials and Supplies	688,919	828,976	764,652	779,945	795,543	811,454
4400	Equipment - Noncapital	559,604	379,444	387,033	394,773	402,668	410,721
5100	Contracted Instructional Services	594,151	571,000	582,420	594,068	605,950	618,070
5100	Management Fees	1,444,604	1,460,269	1,505,016	1,542,642	1,579,666	1,617,578
5100	Special Education Coordination	251,714	291,967	297,887	303,845	309,922	316,121
5100	Facility Services Fees	489,939	495,680	511,595	521,827	532,264	542,909
5200	Professional Development & Travel	117,036	90,772	92,588	94,440	96,329	98,257
5400	Insurance	157,523	161,344	164,571	167,862	171,218	174,641
5520	Communications	18,503	47,275	48,221	49,187	50,169	51,173
5550	Utilities & Contract Maintenance	511,824	442,550	451,401	460,428	469,636	479,029
5555	Other Facility Expense	17,563	17,565	17,917	18,275	18,641	19,014
5612	Lease Expense - HTH Learning	2,145,625	2,008,000	1,886,000	1,886,000	1,886,000	1,886,000
5613	Rent Accrual - High Tech High*	1,244,117	1,070,991	1,105,399	1,242,699	1,127,177	825,000
5800	Other services and operating expenses	637,940	767,102	786,219	801,944	817,983	834,342
5801	Depreciation & Amortization	28,231	36,464	36,464	36,464	36,464	36,464
7290	Charter Oversight Fees 1%	202,119	202,179	206,222	210,348	214,555	218,847
7340	Sub-Grant to Affiliate	18,026	-	-	-	-	-
7690	Intra-Affiliate	46,100	92,100	120,078	122,479	124,928	127,427
7342	Indirect	(2,759)	(2,675)	(2,729)	(2,783)	(2,838)	(2,895)
9999	Expends from Restricted Sources	129,800	129,800	129,800	129,800	129,800	129,800
	Total Unrestricted Expenditures	23,850,539	24,493,805	24,895,676	25,515,142	26,025,050	26,344,503
	LCFF BASE	19,375,195	20,217,796	20,934,539	21,457,903	21,972,892	22,500,241
	Includes EPA - no in lieu prop tax						
8300	Other State	3,345,921	2,304,349	2,063,371	2,073,818	2,084,370	2,095,026
8100	Federal Grants and Entitlements	2,165,749	2,235,594	2,237,021	2,247,824	2,252,422	2,257,067
8600	Donations and Fund-Raising	70,414	14,000	14,140	14,281	14,424	14,568
8590	Grants from Parent Association	76,940	2,500	2,500	2,500	2,500	2,500
8617	Annual Appeal	74,367	125,000	126,250	127,513	128,788	130,076
8620	Donation from HTH Learning - Pt Loma	123,757	185,018	-	-	-	-
8970	Interest Earned	72,788	16,600	17,430	18,302	19,217	20,179
8980	Miscellaneous local income	630,366	437,249	441,421	445,836	450,295	454,798
8550	Grant from Foundation	53,714	-	-	-	-	-
8989	NPS Risk Pool	-	12,000	12,000	12,000	12,000	12,000
9999	Revenues Released from Restriction	129,800	129,800	129,800	129,800	129,800	129,800
	Total Unrestricted Income	26,119,011	25,679,906	25,978,472	26,529,777	27,066,708	27,616,255
	Net Profit/(Loss)	2,268,472	1,186,101	1,082,796	1,014,635	1,041,658	1,271,752

Debt Service Coverage Ratio

Net Income	2,268,472	1,186,101	1,082,796	1,014,635	1,041,658	1,271,752
Add: Depreciation & Amortization	28,231	36,464	36,464	36,464	36,464	36,464
Net Income before Depreciation	2,296,703	1,222,565	1,119,260	1,051,099	1,078,122	1,308,216

# SBC-HIGH TECH HIGH BUDGET MODEL

Assumptions underlying FY17 –FY21 budgets

References to restricted funds contained in this narrative are those designated as “temporarily restricted” per nonprofit accounting GAAP

Prepared by Kay McElrath, CFO

OCTOBER 2016

BUDGET ASSUMPTIONS

HIGH TECH HIGH CHULA VISTA

HTHCV	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	618 (prior year actual was 639)	No change from PY	No change from PY	No change from PY	No change from PY
P2 ADA	574.74 (prior year actual was 607.61)	No change from PY	No change from PY	No change from PY	No change from PY
UNDUPLICATED COUNT	355 (58.75%) (prior year 372 count, 58.22%)	No change from PY	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues. )	3.5% increase from PY	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 520/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 42/ADA on-going, \$140/ADA one-time (actual will be higher)	\$42 per ADA	\$42 per ADA	\$42 per ADA	\$42 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	Did not budget for SB740, eligible and did apply	NONE	NONE	NONE	NONE
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	\$107,900 (\$105,301 allocated in FY16) – approx. 30% of total charter apportionment	No increase projected	No increase projected	No increase projected	No increase projected
Title II	\$1,400 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$50,691 Together with AB602, budgeted \$520/ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	\$250,000 Base Grant plus \$25,000 Equal Access, sub-recipient of SDCOE – 3 <sup>rd</sup> 5 year sub-grant	No change from PY	No change from PY	No change from PY	No change from PY
Child Nutrition	Food Services accounted for at CMO level	NONE	NONE	NONE	NONE
Charter School Facility Incentive	\$250,000 per year – received 3 year award in FY16	No change from PY	No change from PY	No change from PY	No change from PY
REAP	\$58,000 (no change from prior year)	No change from PY	No change from PY	No change from PY	No change from PY
Perkins	\$6,000 (conservative estimate from consortium)	No change from PY	No change from PY	No change from PY	No change from PY

BUDGET ASSUMPTIONS

HTHCV	2016-17	2017-18	2018-19	2019-20	2020-21
Donations and Fund-Raising	NONE This line item accounts for donations/grants made directly to the School. These are often teacher or program specific and vary. FY16: \$35,035	NONE	NONE	NONE	NONE
Grants from Parent Association	None budgeted – use actual for special projects	NONE	NONE	NONE	NONE
Annual Appeal	\$22,000 – These are donations through HTH Foundation and matching gifts. In FY16: \$26,737	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	\$185,013 – this is a partial rebate of rent from Learning for July – October. Ends with Learning debt refinance in November and rent reduction.	NONE	NONE	NONE	NONE
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$4,500 budgeted, actual in FY16: \$7,810	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$48,000 – Big chunks are from Prom, Grad Night, dances, rooftop sub-lease to SDG&E. FY16: \$79,847	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	NONE. HTH Schools contribute 0.15% of unrestricted public income to a risk pool for high cost nonpublic school placements. HTHCV would receive income back from the risk pool only if it had qualifying costs. None projected. Evaluated every year.	NONE	NONE	NONE	NONE
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. N/A to HTHNC.	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$23,649. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
TOTAL REVENUES	\$6,978,551 (\$7,113,470 actual in FY16)	\$6,911,360	\$7,056,969	\$7,200,374	\$7,347,167

# BUDGET ASSUMPTIONS

EXPENSES	HTHCV	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries [Detail in Appendix A]		\$2,395,937 actual in FY16, budgeting \$2,454,974 in FY17 funding 43.3 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 35.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries [Detail in Appendix A]		\$420,564 actual in FY16, budgeting \$419,542 in FY17. Funds 3.6 FTE plus hourly staffing.	Budget for non-certificated salaries increased by 2%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$2,451,892 in subject payroll at 12.58%=\$308,448	2% increase in basis; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$239,358 in subject payroll at 13.888%=\$33,242	2% increase in basis; ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$423,646 in subject payroll at 6.2% = \$26,266	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$2,875,538 in subject payroll at 1.45% = \$41,695	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$298447 (actual expense in FY16: \$220,686). This is a high side estimate that would allow for higher percentage of workforce with dependents on coverage	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Other <sup>1</sup>		0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies		\$297,000 budgeted FY17 (\$302,940 actual FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital		\$201,280 budgeted FY17 (\$146,508 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>1</sup> In the model, an average 6% increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis.

**BUDGET ASSUMPTIONS**

HTHCV	2016-17	2017-18	2018-19	2019-20	2020-21
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$80,000 budgeted FY17 (\$95,968 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	8% of unrestricted public revenues (\$480,529 budget in FY17, \$444,961 in FY16 actual)	3.5% increase from PY; rate remains same	2.5% increase from PY; rate remains same	2.4% increase from PY; rate remains same	2.4% increase from PY; rate remains same
Special Education Central	\$52,857 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$120,696 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$12,886 <sup>2</sup> budget in FY17 (\$27,717 spent in FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$38,982 budget in FY17 (\$38,889 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$11,741 budget in FY17 (\$4,449 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$106,000 budget in FY17 (\$96,616 spent in FY16) – PV system online as of 9/15/16, should be under budget	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$242	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTHL	Lease in effect 7/1/2016 \$104,000/month – refinancing in November – rate reduction to max \$73,500/month	\$882,000 new lease annual (\$73,500/mo)	No change from PY	No change from PY	No change from PY
Other Services & Operating	\$331,067 budget in FY17 (\$242,143 actual expense in FY16) – includes contingency	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	\$21,041 – budgeted at PY actual	No change from PY	No change from PY	No change from PY	No change from PY
Charter Oversight Fees	\$54,549 budget in FY17 (\$55,217 actual in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$10,400 contribution towards CV campus food service operating costs	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Indirect Cost	-\$886 budgeted at FY actual (offset in restricted sources)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expenditures from Restricted Sources	FY17: \$23,649. This excludes the short term Prop 39 and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$6,508,453 (\$6,279,537 prior year actual)	\$6,534,374	\$6,653,101	\$6,805,079	\$6,962,272
NET INCOME / (EXPENSE)	\$470,098	\$376,986	\$403,868	\$395,295	\$384,895

<sup>2</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

BUDGET ASSUMPTIONS

**HIGH TECH MIDDLE CHULA VISTA**

HTMCV	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	312 (prior year actual was 310)	No change from PY	No change from PY	No change from PY	No change from PY
P2 ADA	299.52 (prior year actual was 296.44)	No change from PY	No change from PY	No change from PY	No change from PY
UNDULICATED COUNT	170 (54.49%) (prior year actual 180, 58.06%)	No change from PY	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues. )	3.5% increase from PY	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 580/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 14/ADA on-going, \$100/ADA one-time (actual will be higher)	\$14 per ADA	\$14 per ADA	\$14 per ADA	\$14 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	NONE	NONE	NONE	NONE	NONE
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 actual PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	\$72,120 including \$15K carryover – receives approx. 15% of total charter apportionment	\$57,120 (excludes onetime carryover)	No increase projected	No increase projected	No increase projected
Title II	\$1,300 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$40,129 Together with AB602, budgeted \$520 per ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	NONE	NONE	NONE	NONE	NONE
Child Nutrition	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Charter School Facility Incentive	\$234,000 per year – received 3 year award in FY16	No change from PY	No change from PY	No change from PY	No change from PY
REAP	\$36,000 (no change from prior year)	No change from PY	No change from PY	No change from PY	No change from PY
Perkins	NONE	NONE	NONE	NONE	NONE

**BUDGET ASSUMPTIONS**

<b>HTMCV</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Donations and Fund-Raising	NONE This line item accounts for donations/grants made directly to the School. These are often teacher or program specific and vary. FY16: \$7,797	NONE	NONE	NONE	NONE
Grants from Parent Association	None budgeted – use actual for special projects	NONE	NONE	NONE	NONE
Annual Appeal	\$8,000 – These are donations through HTH Foundation and matching gifts. In FY16: \$9,384	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	N/A	N/A	N/A	N/A	N/A
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$3,000 budgeted, actual in FY16: \$2,956	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$8,000 – Rooftop sublease to SDGE, field trip fees are biggest single items. In FY16: \$57,994 (included Microsoft Settlement)	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	NONE. HTH Schools contribute 0.15% of unrestricted public income to a risk pool for high cost nonpublic school placements. HTMCV would receive income back from the risk pool only if it had qualifying costs. None projected. Evaluated every year.	NONE	NONE	NONE	NONE
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. Accounted for at project level.	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$11,063. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
<b>TOTAL REVENUES</b>	<b>\$2,989,779 (\$3,039,495 actual in FY16)</b>	<b>\$3,039,616</b>	<b>\$3,102,786</b>	<b>\$3,165,005</b>	<b>\$3,228,694</b>



**BUDGET ASSUMPTIONS**

EXPENSES	HTMCV	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries [Detail in Appendix A]		\$1,101,657 actual in FY16, budgeting \$1,182,417 in FY17 funding 21.4 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 18.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries [Detail in Appendix A]		\$254,837 actual in FY16, budgeting \$281,515 in FY17. Funds 2.35 FTE plus hourly staffing.	Budget for non-certificated salaries increased by 2%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$980,898 in subject payroll at 12.58%=\$123,397	2% increase in basis; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$241,633 in subject payroll at 13.888%=\$36,198	2% increase in basis; ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$456,356 in subject payroll at 6.2% = \$28,294	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$1,437,254 in subject payroll at 1.45% = \$20,840	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$154,088 (actual expense in FY16: \$132,236). This is a high side estimate that would allow for higher percentage of workforce with dependents on coverage	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Other <sup>3</sup>		0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies		\$78,500 budgeted FY17 (\$76,314 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital		\$35,700 budgeted FY17 (\$88,967 actual FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>3</sup> In the model, an average 6% increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis.

**BUDGET ASSUMPTIONS**

HTMCV	2016-17	2017-18	2018-19	2019-20	2020-21
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$40,000 budgeted FY17 (\$43,408 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	6% of unrestricted public revenues (\$156,552 budget in FY17, \$160,512 in FY16 actual)	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Special Education Central	\$32,929 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$62,894 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$11,000 <sup>4</sup> budget in FY17 (\$10,387 spent in FY16) does not include Educator Effectiveness restricted	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$20,419 budget in FY17 (\$19,849 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$5,930 budget in FY17 (\$2,324 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$63,000 budget in FY17 (\$71,900 spent in FY16) – PV system online as of 9/15/16 – should see savings	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$41	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTH	HTH property, rent accrual based on actual debt service, increases annually until June 2019 \$367,107	\$379,311	\$442,961	\$380,200	Fixed rent after June 2020 refi \$230,000
Other Services & Operating	\$49,718 budget in FY17 (\$75,368 actual expense in FY16 – difference was grade wide field trip with offsetting revenues – neither included in this model	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	\$5,902 – budgeted at PY actual	No change from PY	No change from PY	No change from PY	No change from PY
Charter Oversight Fees	\$23,605 budget in FY17 (\$23,790 actual in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$31,750 contributions towards CV campus food service deficit and child care expenses (HTeV)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Indirect Cost	-\$0 budgeted at FY actual (offset in restricted sources)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expenditures from Restricted Sources	FY17: \$11,063. This excludes the short term CTE Incentive and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$2,851,203 (\$2,776,763 prior year actual)	\$2,930,744	\$3,047,547	\$3,054,783	\$2,977,051
NET INCOME / (EXPENSE)	\$138,576	\$108,872	\$55,239	\$110,222	\$251,643

<sup>4</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

BUDGET ASSUMPTIONS

**HIGH TECH ELEMENTARY CHULA VISTA**

HTeCV	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	408 (prior year actual was 400)	No change from PY	No change from PY	No change from PY	No change from PY
P2 ADA	392.50 (prior year actual was 379.04)	No change from PY	No change from PY	No change from PY	No change from PY
UNDULICATED COUNT	252 (61.76%) (prior year actual 252)	No change from PY	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues. )	3.5% increase from PY	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 630/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 14/ADA on-going, \$120/ADA one-time (actual will be higher)	\$14 per ADA	\$14 per ADA	\$14 per ADA	\$14 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	NONE	NONE	NONE	NONE	NONE
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 actual PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	\$93,550 including \$5 carryover– receives approx. 22% of total charter apportionment	\$93,550	No increase projected	No increase projected	No increase projected
Title II	\$900 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$73,763 Together with AB602, budgeted \$630 per ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	NONE	NONE	NONE	NONE	NONE
Child Nutrition	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Charter School Facility Incentive	\$250,000 per year – received 3 year award in FY16	No change from PY	No change from PY	No change from PY	No change from PY
REAP	\$41,550 (no change from prior year)	No change from PY	No change from PY	No change from PY	No change from PY
Perkins	NONE	NONE	NONE	NONE	NONE

BUDGET ASSUMPTIONS

HTeCV	2016-17	2017-18	2018-19	2019-20	2020-21
Donations and Fund-Raising	\$14,000. This line item accounts for donations/grants made directly to the School. FY16: \$6,123	NONE	NONE	NONE	NONE
Grants from Parent Association	None budgeted – FY16: \$13,532	NONE	NONE	NONE	NONE
Annual Appeal	\$10,000 – These are donations through HTH Foundation and matching gifts. In FY16: \$10,444	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	N/A	N/A	N/A	N/A	N/A
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$2,000 budgeted, actual in FY16: \$3,500	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$168,400 – Rooftop sublease to SDGE, child care (non-ASES), field trip fees are biggest single items. In FY16: \$212,675 (included Microsoft Settlement)	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	NONE. HTH Schools contribute 0.15% of unrestricted public income to a risk pool for high cost nonpublic school placements. HTMCV would receive income back from the risk pool only if it had qualifying costs. None projected. Evaluated every year.	NONE	NONE	NONE	NONE
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. Accounted for at project level.	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$16,455. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
TOTAL REVENUES	\$4,241,379 (\$4,248,769 actual in FY16)	\$4,327,102	\$4,416,590	\$4,504,770	\$4,595,006

**BUDGET ASSUMPTIONS**

<b>EXPENSES</b>	<b>HTeCV</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Certificated Salaries [Detail in Appendix A]		\$1,632,253 actual in FY16, budgeting \$1,624,185 in FY17 funding 30.5 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 24.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries [Detail in Appendix A]		\$503,042 actual in FY16, budgeting \$554,625 in FY17. Funds 3.5 FTE salaried plus hourly staffing.	Budget for non-certificated salaries increased by 2%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$1,600,795 in subject payroll at 12.58% = \$201,380	2% increase in basis; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$231,056 in subject payroll at 13.888% = \$32,089	2% increase in basis; ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$578,015 in subject payroll at 6.2% = \$35,837	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$2,178,810 in subject payroll at 1.45% = \$31,593	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$216,642 (actual expense in FY16: \$172,132). This is a high side estimate that would allow for higher percentage of workforce with dependents on coverage	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Other <sup>5</sup>		0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies		\$100,400 budgeted FY17 (\$111,102 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital		\$40,000 budgeted FY17 (\$56,460 actual FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>5</sup> In the model, an average 6% increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis.

**BUDGET ASSUMPTIONS**

<b>HTeCV</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$123,000 budgeted FY17 (\$143,725 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	5% of unrestricted public revenues (\$181,764 budget in FY17, \$185,663 in FY16 actual)	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Special Education Central	\$53,949 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$82,425 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$32,394 <sup>6</sup> budget in FY17 (\$35,681 spent in FY16) does not include Educator Effectiveness restricted	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$26,588 budget in FY17 (\$25,993 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$7,755 budget in FY17 (\$3,036 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$70,800 budget in FY17 (\$86,190 spent in FY16) – PV system online as of 9/15/16 – should see savings	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$42	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTH	HTH property, rent accrual based on actual debt service, increases annually until June 2019 \$388,884	\$401,088	\$464,738	\$401,977	Fixed rent after June 2020 refi \$250,000
Other Services & Operating	\$128,073 budget in FY17 (\$52,539 actual expense in FY16) Budget includes generous contingency	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	\$1,876 – budgeted at PY actual	No change from PY	No change from PY	No change from PY	No change from PY
Charter Oversight Fees	\$32,819 budget in FY17 (\$31,561 actual in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$1,450 – net of 16,450 contributions towards CV campus food service operating costs and \$15,000 assistance from HTMCV towards child care expense	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Indirect Cost	-\$0 budgeted at FY actual (offset in restricted sources)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expenditures from Restricted Sources	FY17: \$16,455. This excludes the short term CTE Incentive and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$4,033,094 (\$3,874,586 prior year actual)	\$4,169,303	\$4,310,648	\$4,350,630	\$4,304,997
NET INCOME / (EXPENSE)	\$208,285	\$157,799	\$105,942	\$154,140	\$290,009

<sup>6</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

BUDGET ASSUMPTIONS

**HIGH TECH HIGH NORTH COUNTY**

HTHNC	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	450 <sup>7</sup> (prior year actual was 484)	424 (94.22% of PY)	No change from PY	No change from PY	No change from PY
P2 ADA	432.00 (prior year actual was 462.34)	407.04 (94.22% of PY)	No change from PY	No change from PY	No change from PY
UNDULICATED COUNT	172 (38.20%) (prior year 161 count, 33.26 %)	180 (42.45%)	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues.)	3.5% increase from PY multiplied x 94.22%	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 680/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 42/ADA on-going, \$100/ADA one-time (actual will be higher)	\$42 per ADA	\$42 per ADA	\$42 per ADA	\$42 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	\$324,000 (432.0 x \$750)	NONE	NONE	NONE	NONE
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	NONE – Not a Title I funded school	NONE	NONE	NONE	No increase projected
Title II	\$1,500 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$137,220 Together with AB602, budgeted \$680/ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	NONE	NONE	NONE	NONE	NONE
Child Nutrition	Food Services accounted for at CMO level	NONE	NONE	NONE	NONE
Charter School Facility Incentive	NONE	NONE	NONE	NONE	NONE
REAP	NONE	NONE	NONE	NONE	NONE
Perkins	\$6,000 (conservative estimate from consortium)	No change from PY	No change from PY	No change from PY	No change from PY

<sup>7</sup> HTHNC began gradually reducing its enrollment from 560 to 424 beginning in 2014-15. Making this change facilitates larger classroom labs and more space for inclusion support.



BUDGET ASSUMPTIONS

HTHNC	2016-17	2017-18	2018-19	2019-20	2020-21
Donations and Fund-Raising	NONE This line item accounts for donations/grants made directly to the School. These are often teacher or program specific and vary. FY16: \$16,445	NONE	NONE	NONE	NONE
Grants from Parent Association	None budgeted – use actual for special projects	NONE	NONE	NONE	NONE
Annual Appeal	\$55,000 – These are donations through HTH Foundation and matching gifts. In FY16: \$53,679	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	NONE	NONE	NONE	NONE	NONE
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$4,000 budgeted, actual in FY16: \$52,956 <sup>8</sup>	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$20,000 – Big chunks are from Prom, Grad Night, dances, rooftop sub-lease to SDG&E. FY16: \$75,412	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	Each HTH school contributes 0.15% of its unrestricted public income to a nonpublic school risk pool. In exchange for this annual contribution, the pool pays out when NPS expense for a student exceeds \$24,000 annually. HTHNC has such as student and the pool is expected to contribute \$12,000/year to offset the excess cost.	Same as prior year.	Same as prior year.	Same as prior year.	Same as prior year.
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. N/A to HTHNC	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$51,499. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
TOTAL REVENUES	\$4,755,684 (\$5,268,629 actual in FY16)	\$4,603,675	\$4,701,683	\$4,798,234	\$4,897,055

<sup>8</sup> The source of \$50,000 of the interest was an investment held by High Tech High Foundation that was temporary purchase of a leverage loan in NMTC structure. With winddown of NMTC loans, the school now benefits from a decrease in annual rent from \$1,100,000 to current \$680,000.



BUDGET ASSUMPTIONS

EXPENSES	HTHNC	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries [Detail in Appendix A]		\$1,933,722 actual in FY16, budgeting \$1,816,694 in FY17 funding 29.4 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 25.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 1.4%, further adjusted by elimination of 1 FTE in line with enrollment adjustment (-\$60K)	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries [Detail in Appendix A]		\$307,431 actual in FY16, budgeting \$349,753 in FY17. Funds 2.82 salaried FTE plus hourly staffing.	Budget for non-certificated salaries increased by 1.4%, then reduced by \$30K for staff change	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$1,851,836 in subject payroll at 12.58%=\$232,961	2% increase in basis less \$60K; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$171,018 in subject payroll at 13.888%=\$23,751	2% increase in basis less \$30K ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$314,611 in subject payroll at 6.2% = \$ 19,506	+2% increase in basis, less \$90K	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$2,166,447 in subject payroll at 1.45% = \$31,413	+2% increase in basis, less \$90K	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$204,004 (actual expense in FY16: \$220,984). FY16 had more FMLA than usual and FY17 has two less to insure so FY17 budget is enough, but not more than enough.	+8% increase in basis	+8% increase in basis	+8% increase in basis	+8% increase in basis
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis

# BUDGET ASSUMPTIONS

HTHNC	2016-17	2017-18	2018-19	2019-20	2020-21
Benefits: Other <sup>9</sup>	0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies	\$167,552 budgeted FY17 (\$123,538 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital	\$31,768 budgeted FY17 (\$136,624 actual FY16 – high due to use of one time mandated cost funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$96,000 budgeted FY17 (\$95,238 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	8% of unrestricted public revenues (\$327,893 budget in FY17, \$340,260 in FY16 actual)	3.5% increase from PY x94.22% enroll adjust; rate remains same	2.5% increase from PY; rate remains same	2.4% increase from PY; rate remains same	2.4% increase from PY; rate remains same
Special Education Central	\$58,307 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$90,720 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY x 94.22% enroll adjust	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$19,589 <sup>10</sup> budget in FY17 (\$13,304 spent in FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$32,116 budget in FY17 (\$29,989 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$9,004 budget in FY17 (\$3,571 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$114,250 budget in FY17 (\$143,214 spent in FY16) – PV system online as of 12/15/16 – should see savings	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$6,640, same as FY16 actual	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTHL	\$780,000 budget in FY17 (Prior year began with \$1.1MM annual, reduced 10/15/15 to \$780K/year)	No change from PY – fixed annual rate	No change from PY – fixed annual rate	No change from PY – fixed annual rate	No change from PY – fixed annual rate
Other Services & Operating	\$148,259 budget in FY17 (\$139,074 actual expense in FY16) – includes contingency	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	\$7,645 – budgeted at PY actual	No change from PY	No change from PY	No change from PY	No change from PY
Charter Oversight Fees	\$38,575 budget in FY17 (\$40,512 actual in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$18,500 contribution towards CV campus food service operating costs	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>9</sup> In the model, an average 10% (1.06 x 1.0377) increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis, except FY21 6% only.

<sup>10</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

BUDGET ASSUMPTIONS

HTHNC	2016-17	2017-18	2018-19	2019-20	2020-21
Indirect Cost	-\$886 budgeted in FY17; FY16 actual -\$1119) (offset in restricted sources)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expenditures from Restricted Sources	FY17: \$51,499. This excludes the short term Prop 39 and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$4,632,308 (\$4,826,256 prior year actual)	\$4,535,590	\$4,640,129	\$4,772,335	\$4,897,055
NET INCOME / (EXPENSE)	\$123,376	\$68,085	\$61,554	\$25,899	\$13,618

BUDGET ASSUMPTIONS

HIGH TECH MIDDLE NORTH COUNTY

HTMNC	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	334 (prior year actual was 334)	No change from PY	No change from PY	No change from PY	No change from PY
P2 ADA	313.96 (prior year actual was 319.90)	No change from PY	No change from PY	No change from PY	No change from PY
UNDULICATED COUNT	166 (49.7%) (prior year actual 166, 49.7%)	No change from PY	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues. )	3.5% increase from PY	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 680/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 14/ADA on-going, \$100/ADA one-time (actual will be higher)	\$14 per ADA	\$14 per ADA	\$14 per ADA	\$14 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	\$235,470 (\$110,719 prior year – change of basis)	No increase projected	No increase projected	No increase projected	No increase projected
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 actual PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	\$46,800 budgeted, prior year \$44,065 allocated	\$30,696	No increase projected	No increase projected	No increase projected
Title II	\$1,000 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$95,837 Together with AB602, budgeted \$680 per ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	NONE	NONE	NONE	NONE	NONE
Child Nutrition	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Charter School Facility Incentive	NONE	NONE	NONE	NONE	NONE
REAP	NONE	NONE	NONE	NONE	NONE
Perkins	NONE	NONE	NONE	NONE	NONE

BUDGET ASSUMPTIONS

HTMNC	2016-17	2017-18	2018-19	2019-20	2020-21
Donations and Fund-Raising	NONE This line item accounts for donations/grants made directly to the School. These are often teacher or program specific and vary. FY16: \$9,303	NONE	NONE	NONE	NONE
Grants from Parent Association	None budgeted – use actual for special projects FY16: \$8,153	NONE	NONE	NONE	NONE
Annual Appeal	\$20,000 – FY17 projects total all fund-raising in this account. In FY16: \$8,930	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	N/A	N/A	N/A	N/A	N/A
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$2,000 budgeted, actual in FY16: \$3,068	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$35,000 – Rooftop sublease to SDGE, field trip fees are biggest single items. In FY16: \$64,142	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	NONE. HTH Schools contribute 0.15% of unrestricted public income to a risk pool for high cost nonpublic school placements. HTMCV would receive income back from the risk pool only if it had qualifying costs. None projected. Evaluated every year.	NONE	NONE	NONE	NONE
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. Accounted for at project level.	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$21,282. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
TOTAL REVENUES	\$3,097,566 (\$3,041,314 actual in FY16)	\$3,165,158	\$3,231,041	\$3,295,947	\$3,362,375

# BUDGET ASSUMPTIONS

EXPENSES	HTM/INC	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries [Detail in Appendix A]		\$1,101,657 actual in FY16, budgeting \$1,182,417 in FY17 funding 23.2 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 19.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries [Detail in Appendix A]		\$254,837 actual in FY16, budgeting \$281,515 in FY17. Funds 2.60 FTE plus hourly staffing.	Budget for non-certificated salaries increased by 2%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$1,211,351 in subject payroll at 12.58% = \$152,388	2% increase in basis; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$145,017 in subject payroll at 13.888% = \$20,140	2% increase in basis; ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$252,581 in subject payroll at 6.2% = \$15,660	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$1,463,932 in subject payroll at 1.45% = \$21,227	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$154,088 (actual expense in FY16: \$140,953). This is a high side estimate that would allow for higher percentage of workforce with dependents on coverage	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Other <sup>11</sup>		0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies		\$78,500 budgeted FY17 (\$76,314 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital		\$35,700 budgeted FY17 (\$88,967 actual FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>11</sup> In the model, an average 6% increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis.

**BUDGET ASSUMPTIONS**

<b>HTM/INC</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$40,000 budgeted FY17 (\$43,408 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	6% of unrestricted public revenues (\$156,552 budget in FY17, \$160,512 in FY16 actual)	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Special Education Central	\$32,929 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$62,894 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$11,000 <sup>12</sup> budget in FY17 (\$10,387 spent in FY16) does not include Educator Effectiveness restricted	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$20,419 budget in FY17 (\$19,849 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$5,930 budget in FY17 (\$2,324 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$63,000 budget in FY17 (\$71,900 spent in FY16) – PV system online as of 9/15/16 – should see savings	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$41	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTH	HTH property, rent accrual based on actual debt service, increases annually until June 2019 \$367,107	\$379,311	\$442,961	\$380,200	Fixed rent after June 2020 refi \$230,000
Other Services & Operating	\$49,718 budget in FY17 (\$75,368 actual expense in FY16 – difference was grade wide field trip with offsetting revenues – neither included in this model	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	\$5,902 – budgeted at PY actual	No change from PY	No change from PY	No change from PY	No change from PY
Charter Oversight Fees	\$23,605 budget in FY17 (\$23,790 actual in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$31,750 contributions towards CV campus food service operating costs	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Indirect Cost	-\$0 budgeted at FY actual (offset in restricted sources)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expenditures from Restricted Sources	FY17: \$11,063. This excludes the short term CTE Incentive and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$2,929,589 (\$2,776,763 prior year actual)	\$3,004,116	\$3,060,795	\$3,134,801	\$3,211,444
NET INCOME / (EXPENSE)	\$167,977	\$161,042	\$171,246	\$161,146	\$150,931

<sup>12</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

BUDGET ASSUMPTIONS

**HIGH TECH ELEMENTARY NORTH COUNTY**

HTeNC	2016-17	2017-18	2018-19	2019-20	2020-21
<b>BASIC ASSUMPTIONS</b>					
ENROLLMENT	366 (prior year actual was 338)	No change from PY	No change from PY	No change from PY	No change from PY
P2 ADA	347.70 (prior year actual was 315.65)	No change from PY	No change from PY	No change from PY	No change from PY
UNDULICATED COUNT	205 (56.0%) (prior year actual 191, 56.5%)	No change from PY	No change from PY	No change from PY	No change from PY
<b>REVENUES</b>					
LCFF	Used FCMAT LCFF calculator with January budget assumptions for COLA and gap closure. (Final budget adopted by state would have resulted in slightly higher revenues. )	3.5% increase from PY	2.5% increase from PY	2.4% increase from PY	2.4% increase from PY
State Special Education	Together with IDEA budgeting \$ 700/ADA (charter average of \$620 per ADA)	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Mandate Block Grant	\$ 14/ADA on-going, \$140/ADA one-time (actual will be higher)	\$14 per ADA	\$14 per ADA	\$14 per ADA	\$14 per ADA
Career Tech CTEIG	Excluded from model – short term	NONE	NONE	NONE	NONE
Charter School Facility Grant	NONE	NONE	NONE	NONE	NONE
Lottery Funds	\$135 per ADA Non-Prop 20 (\$146.47 actual PY)	No increase projected	No increase projected	No increase projected	No increase projected
Other State Revenues	NONE – Expect to receive a nominal amount of unrestricted (e.g. testing reimbursements)	NONE	NONE	NONE	NONE
Title I	\$69,000 budgeted, prior year \$63,885 actual	\$30,696	No increase projected	No increase projected	No increase projected
Title II	\$1,000 (allocation from charter total)	No increase projected	No increase projected	No increase projected	No increase projected
IDEA – Federal Special Education	\$48,684 Together with AB602, budgeted \$700 per ADA	2.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
21 <sup>st</sup> Century Learning Communities	NONE	NONE	NONE	NONE	NONE
Child Nutrition	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Charter School Facility Incentive	\$236,250 (75% of actual debt service)	\$243,750	\$250,000	\$250,000	\$250,000
REAP	NONE	NONE	NONE	NONE	NONE
Perkins	NONE	NONE	NONE	NONE	NONE



BUDGET ASSUMPTIONS

HTeNC	2016-17	2017-18	2018-19	2019-20	2020-21
Donations and Fund-Raising	NONE This line item accounts for donations/grants made directly to the School. These are often teacher or program specific and vary. FY16: \$1,905	NONE	NONE	NONE	NONE
Grants from Parent Association	\$2,500 – use actual for special projects FY16: \$6,147	NONE	NONE	NONE	NONE
Annual Appeal	\$10,000 – FY17 total all fund-raising in this account. In FY16: \$3,473	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Donation from HTH Learning	N/A	N/A	N/A	N/A	N/A
Student Lunch Sales	Food Services accounted for at CMO level	N/A	N/A	N/A	N/A
Interest Earned	\$2,000 budgeted, actual in FY16: \$2,286	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY	5.0% increase from PY
Miscellaneous Local Income	\$111,000 – Child care income (no ASEs), field trip fees are biggest single items. In FY16: \$140,295	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY	1.0% increase from PY
Special Education Fees	NONE. HTH Schools contribute 0.15% of unrestricted public income to a risk pool for high cost nonpublic school placements. HTMCV would receive income back from the risk pool only if it had qualifying costs. None projected. Evaluated every year.	NONE	NONE	NONE	NONE
Rent Income	NONE. This is the offset to the rent accrual for HTH owned properties. Accounted for at project level.	N/A	N/A	N/A	N/A
Revenues Released from Restriction	This is where restricted income is accounted for. Income is variable and expense is directly dependent upon the available revenue stream. FY17: \$5,852. Excludes short term Prop 39 and Ed Effectiveness. Equal to FY16.	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)	No change from PY (Revenues = Expends)
TOTAL REVENUES	\$3,616,947 (\$3,393,334 actual in FY16)	\$3,931,561	\$4,020,708	\$4,102,378	\$4,185,958

# BUDGET ASSUMPTIONS

EXPENSES	HTeNC	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated Salaries		\$1,423,306 actual in FY16, budgeting \$1,583,524 in FY17 funding 28.4 FTE total certificated staff plus summer school, leave coverage and stipends. Core staff is 25.0 FTE. Core is the minimum staffing to maintain school operations at current enrollment. Current staffing allows for significant tightening if circumstances require.	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 1%	Budget for certificated salaries increased by 2%	Budget for certificated salaries increased by 2%
Classified Salaries		\$379,467 actual in FY16, budgeting \$376,012 in FY17. Funds 4.0 FTE plus hourly staffing.	Budget for non-certificated salaries increased by 2%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%	Budget for non-certificated salaries increased by 1%
Benefits: CalSTRS		Basis is \$1,586,065 in subject payroll at 12.58% = \$199,527	2% increase in basis; ER rate set at 14.43%	1% increase in basis; ER rate set at 16.28%	2% increase in basis; ER rate set at 18.13%	2% increase in basis; ER rate set at 19.1%
Benefits: CalPERS		Basis is \$84,505 in subject payroll at 13.888% = \$11,736	2% increase in basis; ER rate +1% (14.888)	1% increase in basis; ER rate +1% (15.888)	2% increase in basis; ER rate +1% (16.888)	2% increase in basis; ER rate +1% (16.888)
Benefits: Social Security		Basis is \$373,471 in subject payroll at 6.2% = \$23,155	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Medicare		Basis is \$1,959,536 in subject payroll at 1.45% = \$28,413	+2% increase in basis	+1% increase in basis	+2% increase in basis	+2% increase in basis
Benefits: Health Insurance		Assumes \$6200 per eligible EE for employer funded share of health insurance \$226,517 (actual expense in FY16: \$171,918). This is a high side estimate that would allow for higher percentage of workforce with dependents on coverage	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases	No increase in assumption – current budget is sufficient to cover short term rate increases
Benefits: UI		1% of payroll, includes covering Local Experience Charges which are currently at 15% of actual paid claims	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Workers Comp		1.45% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Benefits: Other <sup>13</sup>		0.25% of payroll	+2% increase in basis	+1% increase in basis	+2% increase in basis	Same as PY basis
Materials and Supplies		\$91,500 budgeted FY17 (\$100,994 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Equipment – Noncapital		\$10,000 budgeted FY17 (\$39,355 actual FY16 – high due to one-time mandate funds)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY

<sup>13</sup> In the model, an average 6% increase in total employee benefits is used to approximate the combined effect of all changes explained here on an annual basis.

**BUDGET ASSUMPTIONS**

HTeNC	2016-17	2017-18	2018-19	2019-20	2020-21
Food services for students	Budgeted at CMO level	N/A	N/A	N/A	N/A
Contracted instructional services	\$163,000 budgeted FY17 (\$161,612 actual FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
CMO Management	5% of unrestricted public revenues (\$156,128 budget in FY17, \$161,781 in FY16 actual)	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Special Education Central	\$48,895 budget in FY17 based on 13% of special ed expenditures + 0.25% of unrestricted public revenue for nonpublic school excess cost risk pool	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same	2% increase from PY; rate remains same
Facility Services Fees	\$73,014 (\$210 per ADA in FY17 for maintenance services, security, alarms, trash removal, permits)	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same	2% increase in rate from PY; basis same
Travel & conferences	\$9,460 <sup>14</sup> budget in FY17 (\$13,955 spent in FY16) does not include Educator Effectiveness restricted	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Insurance	\$21,881 budget in FY17 (\$21,864 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Communications	\$6,495 budget in FY17 (\$2,680 spent in FY16)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Utilities and contract maintenance	\$51,000 budget in FY17 (\$66,204 spent in FY16) – PV system online as of 12/15/16 – should see savings	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Other Facility Expense	Prop tax \$9,026 (equal to PY actual)	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Lease to HTH	HTH property, rent accrual based on actual debt service, increases annually until June 2022 \$315,000	\$325,000	\$335,000	\$345,000	No change from PY
Other Services & Operating	\$49,718 budget in FY17 (\$75,368 actual expense in FY16 – difference was grade wide field trip with offsetting revenues – neither included in this model	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Depreciation	NONE	NONE	NONE	NONE	NONE
Charter Oversight Fees	\$28,266 budget in FY17, actual cost \$26,112 FY16	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Intra-Affiliate	\$15,000 contributions towards CV campus food service operating costs	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Indirect Cost	-460, offset in expends from restricted sources	2% increase from PY	2% increase from PY	2% increase from PY	2% increase from PY
Expends from Restricted Sources	FY17: \$5,852. This excludes the short term CTE Incentive and Ed Effectiveness. See income above.	No change	No change	No change	No change
TOTAL EXPENSES	\$3,539,158 (\$3,289,035 prior year actual)	\$3,721,549	\$3,802,922	\$3,907,422	\$4,005,302
NET INCOME / (EXPENSE)	\$77,789	\$210,012	\$217,786	\$194,956	\$180,656

<sup>14</sup> Excludes temporary Educator Effectiveness grants which were not included in the model due to short term nature.

APPENDIX A  
2016-17 Staffing Budget By Job Classification

School	Object	Description	2016-17			2017-18			2018-19			2019-20			2020-21		
			FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary	
HTHCV	1100	Teacher	32.30	\$ 1,784,239		2%	32.30	\$ 1,819,929	1%	32.30	\$ 1,838,128	2%	32.30	\$ 1,874,891	2%	32.30	\$ 1,912,389
	1100	Inclusion Specialist	4.00	\$ 207,158		2%	4.00	\$ 211,301	1%	4.00	\$ 213,414	2%	4.00	\$ 217,682	2%	4.00	\$ 222,036
	1100	Teacher - Other		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1110	Substitute Teacher		\$ 2,500		2%	-	\$ 2,550	1%	-	\$ 2,576	2%	-	\$ 2,628	2%	-	\$ 2,681
	1120	Academic Support Teacher		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1120	Apprentice Teacher	1.00	\$ 25,000		2%	1.00	\$ 25,500	1%	1.00	\$ 25,755	2%	1.00	\$ 26,270	2%	1.00	\$ 26,795
	1120	Apprentice Ed Specialist	1.00	\$ 27,500		2%	1.00	\$ 28,050	1%	1.00	\$ 28,331	2%	1.00	\$ 28,898	2%	1.00	\$ 29,476
	1150	Stipends		\$ 33,500		2%	-	\$ 34,170	1%	-	\$ 34,512	2%	-	\$ 35,202	2%	-	\$ 35,906
	1150	Summer School		\$ 3,600		2%	-	\$ 3,672	1%	-	\$ 3,709	2%	-	\$ 3,783	2%	-	\$ 3,859
	1150	Summer Bridge		\$ 8,000		2%	-	\$ 8,160	1%	-	\$ 8,242	2%	-	\$ 8,407	2%	-	\$ 8,575
	1180	Teacher on Special Assignment	0.40	\$ 20,131		2%	0.40	\$ 20,534	1%	0.40	\$ 20,739	2%	0.40	\$ 21,154	2%	0.40	\$ 21,577
		TOTAL 1100	38.70	\$ 2,111,628			38.70	\$ 2,153,866		38.70	\$ 2,175,406		38.70	\$ 2,218,915		38.70	\$ 2,263,294
	1200	Dean of Students	1.00	\$ 93,000		2%	1.00	\$ 94,860	1%	1.00	\$ 95,809	2%	1.00	\$ 97,725	2%	1.00	\$ 99,680
	1200	Director, College Advising	1.00	\$ 73,000		2%	1.00	\$ 74,460	1%	1.00	\$ 75,205	2%	1.00	\$ 76,709	2%	1.00	\$ 78,243
	1200	Asst Dir, College Advising	1.00	\$ 53,200		2%	1.00	\$ 54,264	1%	1.00	\$ 54,807	2%	1.00	\$ 55,903	2%	1.00	\$ 57,021
	1200	School Psychologist	0.30	\$ 26,223		2%	0.30	\$ 26,747	1%	0.30	\$ 27,014	2%	0.30	\$ 27,554	2%	0.30	\$ 28,105
	1200	School Psychologist Intern	0.30	\$ 7,500		2%	0.30	\$ 7,650	1%	0.30	\$ 7,727	2%	0.30	\$ 7,882	2%	0.30	\$ 8,040
		TOTAL 1200	3.60	\$ 252,923			3.60	\$ 257,981		3.60	\$ 260,562		3.60	\$ 265,773		3.60	\$ 271,089
	1300	Director	1.00	\$ 90,423		2%	1.00	\$ 92,231	1%	1.00	\$ 93,153	2%	1.00	\$ 95,016	2%	1.00	\$ 96,916
	1300	Associate Director		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 1300	1.00	\$ 90,423			1.00	\$ 92,231		1.00	\$ 93,153		1.00	\$ 95,016		1.00	\$ 96,916
		TOTAL CERTIFICATED	43.30	\$ 2,454,974			43.30	\$ 2,504,078		43.30	\$ 2,529,121		43.30	\$ 2,579,704		43.30	\$ 2,631,299
	2100	Academic Coach/Salaried		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100	Academic Coach/Hourly		\$ 91,770		2%	-	\$ 93,610	1%	-	\$ 94,546	2%	-	\$ 96,437	2%	-	\$ 98,366
	2100	Child Care		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100	Afterschool Program Staff		\$ 39,900		2%	-	\$ 40,698	1%	-	\$ 41,105	2%	-	\$ 41,927	2%	-	\$ 42,766
	2100	Child Care Assistants	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 2100	0.00	\$ 131,670			0.00	\$ 134,308		0.00	\$ 135,651		0.00	\$ 138,364		0.00	\$ 141,132
	2250	Custodial		\$ 60,612		2%	-	\$ 61,824	1%	-	\$ 62,442	2%	-	\$ 63,691	2%	-	\$ 64,965
	2260	Food services		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 2200	0.00	\$ 60,612			0.00	\$ 61,824		0.00	\$ 62,442		0.00	\$ 63,691		0.00	\$ 64,965
	2300	Afterschool Program Director	1.00	\$ 50,000		2%	1.00	\$ 51,000	1%	1.00	\$ 51,510	2%	1.00	\$ 52,540	2%	1.00	\$ 53,591
	2300	Director, Community Partnerships	0.75	\$ 40,950		2%	0.75	\$ 41,769	1%	0.75	\$ 42,187	2%	0.75	\$ 43,031	2%	0.75	\$ 43,892
		TOTAL 2300	1.75	\$ 90,950			1.75	\$ 92,769		1.75	\$ 93,697		1.75	\$ 95,571		1.75	\$ 97,483
	2400	Site Manager	1.00	\$ 46,350		2%	1.00	\$ 47,277	1%	1.00	\$ 47,750	2%	1.00	\$ 48,705	2%	1.00	\$ 49,679
	2400	Clerical Support / Hourly		\$ 15,500		2%	-	\$ 15,810	1%	-	\$ 15,968	2%	-	\$ 16,287	2%	-	\$ 16,613
	2400	Senior IT Director	0.85	\$ 74,460		2%	0.85	\$ 75,949	1%	0.85	\$ 76,708	2%	0.85	\$ 78,242	2%	0.85	\$ 79,807
		TOTAL 2400	1.85	\$ 136,310			1.85	\$ 139,036		1.85	\$ 140,426		1.85	\$ 143,234		1.85	\$ 146,099
		TOTAL CLASSIFIED	3.60	\$ 419,542			3.60	\$ 427,937		3.60	\$ 432,216		3.60	\$ 440,860		3.60	\$ 449,679
		ALL STAFF	46.90	\$ 2,874,516			46.90	\$ 2,932,015		46.90	\$ 2,961,337		46.90	\$ 3,020,564		46.90	\$ 3,080,978

APPENDIX A  
2016-17 Staffing Budget By Job Classification

School	Object	Description	2016-17			2017-18			2018-19			2019-20			2020-21		
			FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary	
HTMCV	1100 Teacher		15.00	\$ 806,298		2%	15.00	\$ 822,424	1%	15.00	\$ 830,648	2%	15.00	\$ 847,261	2%	15.00	\$ 864,206
	1100 Inclusion Specialist		2.00	\$ 94,853		2%	2.00	\$ 96,750	1%	2.00	\$ 97,718	2%	2.00	\$ 99,672	2%	2.00	\$ 101,665
	1100 Social Emotional Coordinator		1.00	\$ 80,337		2%	1.00	\$ 81,944	1%	1.00	\$ 82,763	2%	1.00	\$ 84,418	2%	1.00	\$ 86,106
	1110 Substitute Teacher			\$ 3,000		2%	-	\$ 3,060	1%	-	\$ 3,091	2%	-	\$ 3,153	2%	-	\$ 3,216
	1120 Academic Support Teacher			\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1120 Apprentice Teacher		2.00	\$ 56,000		2%	2.00	\$ 57,120	1%	2.00	\$ 57,691	2%	2.00	\$ 58,845	2%	2.00	\$ 60,022
	1120 Apprentice Ed Specialist		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1150 Stipends			\$ 19,000		2%	-	\$ 19,380	1%	-	\$ 19,574	2%	-	\$ 19,965	2%	-	\$ 20,364
	1150 Summer School			\$ 3,000		2%	-	\$ 3,060	1%	-	\$ 3,091	2%	-	\$ 3,153	2%	-	\$ 3,216
	1150 Summer Bridge			\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1180 Teacher on Special Assignment		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	TOTAL 1100		20.00	\$ 1,062,488		2%	20.00	\$ 1,083,738	1%	20.00	\$ 1,094,576	2%	20.00	\$ 1,116,467	2%	20.00	\$ 1,138,795
	1200 Dean of Students		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1200 Director, College Advising		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1200 School Psychologist		0.20	\$ 17,482		2%	0.20	\$ 17,832	1%	0.20	\$ 18,010	2%	0.20	\$ 18,370	2%	0.20	\$ 18,737
	1200 School Psychologist Intern		0.20	\$ 5,000		2%	0.20	\$ 5,100	1%	0.20	\$ 5,151	2%	0.20	\$ 5,254	2%	0.20	\$ 5,359
	TOTAL 1200		0.40	\$ 22,482		2%	0.40	\$ 22,932	1%	0.40	\$ 23,161	2%	0.40	\$ 23,624	2%	0.40	\$ 24,096
	1300 Director		1.00	\$ 97,447		2%	1.00	\$ 99,396	1%	1.00	\$ 100,390	2%	1.00	\$ 102,398	2%	1.00	\$ 104,446
	1300 Associate Director		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	TOTAL 1300		1.00	\$ 97,447		2%	1.00	\$ 99,396	1%	1.00	\$ 100,390	2%	1.00	\$ 102,398	2%	1.00	\$ 104,446
	TOTAL CERTIFICATED		21.40	\$ 1,182,417		2%	21.40	\$ 1,206,066	1%	21.40	\$ 1,218,127	2%	21.40	\$ 1,242,489	2%	21.40	\$ 1,267,337
	2100 Academic Coach/Salaried		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100 Academic Coach/Hourly			\$ 109,315		2%	-	\$ 111,501	1%	-	\$ 112,616	2%	-	\$ 114,868	2%	-	\$ 117,165
	2100 Child Care			\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100 Afterschool Program Staff			\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100 Child Care Assistants			\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	TOTAL 2100		0.00	\$ 109,315		2%	0.00	\$ 111,501	1%	0.00	\$ 112,616	2%	0.00	\$ 114,868	2%	0.00	\$ 117,165
	2250 Custodial			\$ 32,240		2%	-	\$ 32,885	1%	-	\$ 33,214	2%	-	\$ 33,878	2%	-	\$ 34,556
	2260 Food services		0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	TOTAL 2200		0.00	\$ 32,240		2%	0.00	\$ 32,885	1%	0.00	\$ 33,214	2%	0.00	\$ 33,878	2%	0.00	\$ 34,556
	2300 Activities Director		0.75	\$ 43,500		2%	0.75	\$ 44,370	1%	0.75	\$ 44,814	2%	0.75	\$ 45,710	2%	0.75	\$ 46,624
	2300 Aftercare Coordinator		0.25	\$ 8,500		2%	0.25	\$ 8,670	1%	0.25	\$ 8,757	2%	0.25	\$ 8,932	2%	0.25	\$ 9,111
	TOTAL 2300		1.00	\$ 52,000		2%	1.00	\$ 53,040	1%	1.00	\$ 53,571	2%	1.00	\$ 54,642	2%	1.00	\$ 55,735
	2400 Site Manager		0.85	\$ 49,300		2%	0.85	\$ 50,286	1%	0.85	\$ 50,789	2%	0.85	\$ 51,805	2%	0.85	\$ 52,841
	2400 Clerical Support / Hourly			\$ 11,160		2%	-	\$ 11,383	1%	-	\$ 11,497	2%	-	\$ 11,727	2%	-	\$ 11,962
	2400 IT Director		0.50	\$ 27,500		2%	0.50	\$ 28,050	1%	0.50	\$ 28,331	2%	0.50	\$ 28,898	2%	0.50	\$ 29,476
	TOTAL 2400		1.35	\$ 87,960		2%	1.35	\$ 89,719	1%	1.35	\$ 90,617	2%	1.35	\$ 92,430	2%	1.35	\$ 94,279
	TOTAL CLASSIFIED		2.35	\$ 281,515		2%	2.35	\$ 287,145	1%	2.35	\$ 290,018	2%	2.35	\$ 295,818	2%	2.35	\$ 301,735
ALL STAFF			23.75	\$ 1,463,932		2%	23.75	\$ 1,493,211	1%	23.75	\$ 1,508,145	2%	23.75	\$ 1,538,307	2%	23.75	\$ 1,569,072

APPENDIX A  
2016-17 Staffing Budget By Job Classification

School	Object	Description	2016-17			2017-18			2018-19			2019-20			2020-21		
			FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary	
HteCV	1100	Teacher	21.00	\$ 1,147,105		2%	21.00	\$ 1,170,047	1%	21.00	\$ 1,181,747	2%	21.00	\$ 1,205,382	2%	21.00	\$ 1,229,490
	1100	Inclusion Specialist	3.00	\$ 143,275		2%	3.00	\$ 146,141	1%	3.00	\$ 147,602	2%	3.00	\$ 150,554	2%	3.00	\$ 153,565
	1100	Teacher - Other		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1110	Substitute Teacher		\$ 15,000		2%	-	\$ 15,300	1%	-	\$ 15,453	2%	-	\$ 15,762	2%	-	\$ 16,077
	1120	Academic Support Teacher		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1120	Apprentice Teacher	2.00	\$ 48,000		2%	2.00	\$ 48,960	1%	2.00	\$ 49,450	2%	2.00	\$ 50,439	2%	2.00	\$ 51,448
	1120	Apprentice Ed Specialist	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	1150	Stipends		\$ 27,000		2%	-	\$ 27,540	1%	-	\$ 27,815	2%	-	\$ 28,371	2%	-	\$ 28,938
	1180	Teacher on Special Assignment	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 1100	26.00	\$ 1,380,380			26.00	\$ 1,407,988		26.00	\$ 1,422,067		26.00	\$ 1,450,508		26.00	\$ 1,479,518
	1200	Behavior Specialist	1.00	\$ 23,000		2%	1.00	\$ 23,460	1%	1.00	\$ 23,695	2%	1.00	\$ 24,169	2%	1.00	\$ 24,652
	1200	Social Emotional Coordinator	1.00	\$ 55,153		2%	1.00	\$ 56,256	1%	1.00	\$ 56,819	2%	1.00	\$ 57,955	2%	1.00	\$ 59,114
	1200	School Psychologist	0.50	\$ 43,705		2%	0.50	\$ 44,579	1%	0.50	\$ 45,025	2%	0.50	\$ 45,926	2%	0.50	\$ 46,845
	1200	School Psychologist Intern	1.00	\$ 25,000		2%	1.00	\$ 25,500	1%	1.00	\$ 25,755	2%	1.00	\$ 26,270	2%	1.00	\$ 26,795
		TOTAL 1200	3.50	\$ 146,858			3.50	\$ 149,795		3.50	\$ 151,294		3.50	\$ 154,320		3.50	\$ 157,406
	1300	Director	1.00	\$ 96,947		2%	1.00	\$ 98,886	1%	1.00	\$ 99,875	2%	1.00	\$ 101,873	2%	1.00	\$ 103,910
	1300	Associate Director	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 1300	1.00	\$ 96,947			1.00	\$ 98,886		1.00	\$ 99,875		1.00	\$ 101,873		1.00	\$ 103,910
		TOTAL CERTIFICATED	30.50	\$ 1,624,185			30.50	\$ 1,656,669		30.50	\$ 1,673,236		30.50	\$ 1,706,701		30.50	\$ 1,740,834
	2100	Academic Coach/Salaried	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100	Academic Coach/Hourly		\$ 178,787		2%	-	\$ 182,363	1%	-	\$ 184,187	2%	-	\$ 187,871	2%	-	\$ 191,628
	2100	Performing Arts Specialist	1.00	\$ 44,500		2%	1.00	\$ 45,390	1%	1.00	\$ 45,844	2%	1.00	\$ 46,761	2%	1.00	\$ 47,696
	2100	Child Care		\$ 180,000		2%	-	\$ 183,600	1%	-	\$ 185,436	2%	-	\$ 189,145	2%	-	\$ 192,928
	2100	Afterschool Program Staff		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2100	Child Care Assistants		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 2100	1.00	\$ 403,287			1.00	\$ 411,353		1.00	\$ 415,467		1.00	\$ 423,777		1.00	\$ 432,252
	2250	Custodial		\$ 35,963		2%	-	\$ 36,682	1%	-	\$ 37,049	2%	-	\$ 37,790	2%	-	\$ 38,546
	2260	Food services		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 2200	0.00	\$ 35,963			0.00	\$ 36,682		0.00	\$ 37,049		0.00	\$ 37,790		0.00	\$ 38,546
	2300	Activities Director	0.25	\$ 14,375		2%	0.25	\$ 14,663	1%	0.25	\$ 14,810	2%	0.25	\$ 15,106	2%	0.25	\$ 15,408
	2300	Aftercare Coordinator	0.75	\$ 25,500		2%	0.75	\$ 26,010	1%	0.75	\$ 26,270	2%	0.75	\$ 26,795	2%	0.75	\$ 27,331
	2300	Director, Community Partnerships	0.00	\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
		TOTAL 2300	1.00	\$ 39,875			1.00	\$ 40,673		1.00	\$ 41,080		1.00	\$ 41,901		1.00	\$ 42,739
	2400	Site Manager	1.00	\$ 48,000		2%	1.00	\$ 48,960	1%	1.00	\$ 49,450	2%	1.00	\$ 50,439	2%	1.00	\$ 51,448
	2400	Clerical Support / Hourly		\$ -		2%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -
	2400	IT Director	0.50	\$ 27,500		2%	0.50	\$ 28,050	1%	0.50	\$ 28,331	2%	0.50	\$ 28,898	2%	0.50	\$ 29,476
		TOTAL 2400	1.50	\$ 75,500			1.50	\$ 77,010		1.50	\$ 77,781		1.50	\$ 79,337		1.50	\$ 80,924
		TOTAL CLASSIFIED	3.50	\$ 554,625			3.50	\$ 565,718		3.50	\$ 571,377		3.50	\$ 582,805		3.50	\$ 594,461
ALL STAFF			34.00	\$ 2,178,810			34.00	\$ 2,222,387		34.00	\$ 2,244,613		34.00	\$ 2,289,506		34.00	\$ 2,335,295

## APPENDIX A

APPENDIX A

2016-17 Staffing Budget By Job Classification

School	Object	Description	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	
HTMNC	1100 Teacher		15.00	\$ 814,178	1.4%	15.00	\$ 825,576	1%	15.00	\$ 833,832	2%	15.00	\$ 867,519
	1100 Inclusion Specialist		3.00	\$ 157,077	1.4%	3.00	\$ 159,276	1%	3.00	\$ 160,869	2%	3.00	\$ 167,368
	1100 Teacher - Other			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	1110 Substitute Teacher			\$ 6,000	1.4%	-	\$ 6,084	1%	-	\$ 6,145	2%	-	\$ 6,393
	1120 Academic Support Teacher		2.00	\$ 59,000	1.4%	2.00	\$ 59,826	1%	2.00	\$ 60,424	2%	2.00	\$ 62,865
	1120 Apprentice Teacher		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	1120 Apprentice Ed Specialist		1.00	\$ 25,000	1.4%	1.00	\$ 25,350	1%	1.00	\$ 25,604	2%	1.00	\$ 26,638
	1150 Stipends			\$ 15,000	1.4%	-	\$ 15,210	1%	-	\$ 15,362	2%	-	\$ 15,982
	1150 Summer School			\$ 6,600	1.4%	-	\$ 6,692	1%	-	\$ 6,759	2%	-	\$ 7,032
	1150 Summer Bridge			\$ 3,000	1.4%	-	\$ 3,042	1%	-	\$ 3,072	2%	-	\$ 3,196
	1180 Teacher on Special Assignment		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	TOTAL 1100		21.00	\$ 1,085,855		21.00	\$ 1,101,056		21.00	\$ 1,112,067		21.00	\$ 1,156,993
	1200 Dean of Students		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	1200 Director, College Advising		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	1200 Dean of Student Affairs		1.00	\$ 51,631	1.4%	1.00	\$ 52,354	1%	1.00	\$ 52,878	2%	1.00	\$ 55,015
	1200 School Psychologist		0.20	\$ 21,291	1.4%	0.20	\$ 21,589	1%	0.20	\$ 21,805	2%	0.20	\$ 22,686
	1200 School Psychologist Intern		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -
	TOTAL 1200		1.20	\$ 72,922		1.20	\$ 73,943		1.20	\$ 74,683		1.20	\$ 77,701
1300 Director		1.00	\$ 95,447	1.4%	1.00	\$ 96,783	1%	1.00	\$ 97,751	2%	1.00	\$ 101,700	
1300 Associate Director		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	
TOTAL 1300		1.00	\$ 95,447		1.00	\$ 96,783		1.00	\$ 97,751		1.00	\$ 101,700	
TOTAL CERTIFICATED		23.20	\$ 1,254,224		23.20	\$ 1,271,782		23.20	\$ 1,284,501		23.20	\$ 1,336,394	
2100 Academic Coach/Salaried		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	
2100 Academic Coach/Hourly			\$ 65,575	1.4%	-	\$ 66,493	1%	-	\$ 67,158	2%	-	\$ 69,871	
2100 Athletics and Wellness Coordinator		0.20	\$ 9,400	1.4%	0.20	\$ 9,532	1%	0.20	\$ 9,627	2%	0.20	\$ 10,016	
2100 Afterschool Program Staff			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	
2100 Child Care Assistants			\$ 17,700	1.4%	-	\$ 17,948	1%	-	\$ 18,127	2%	-	\$ 18,860	
TOTAL 2100		0.20	\$ 92,675		0.20	\$ 93,973		0.20	\$ 94,912		0.20	\$ 98,747	
2250 Custodial			\$ 29,284	1.4%	-	\$ 29,694	1%	-	\$ 29,991	2%	-	\$ 31,203	
2260 Food services			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	
TOTAL 2200		0.00	\$ 29,284		0.00	\$ 29,694		0.00	\$ 29,991		0.00	\$ 31,203	
2300 Aftercare Coordinator		0.33	\$ 11,550	1.4%	0.33	\$ 11,712	1%	0.33	\$ 11,829	2%	0.33	\$ 12,307	
2300 Director, Community Partnerships		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	
TOTAL 2300		0.33	\$ 11,550		0.33	\$ 11,712		0.33	\$ 11,829		0.33	\$ 12,307	
2400 Site Manager		1.00	\$ 58,700	1.4%	1.00	\$ 59,522	1%	1.00	\$ 60,117	2%	1.00	\$ 62,545	
2400 Clerical Support		0.08	\$ 3,200	1.4%	0.08	\$ 3,245	1%	0.08	\$ 3,277	2%	0.08	\$ 3,410	
2400 Community Outreach Coordinator		0.33	\$ 13,695	1.4%	0.33	\$ 13,887	1%	0.33	\$ 14,026	2%	0.33	\$ 14,593	
2400 IT Director		0.66	\$ 42,075	1.4%	0.66	\$ 42,664	1%	0.66	\$ 43,091	2%	0.66	\$ 44,832	
TOTAL 2400		2.07	\$ 117,670		2.07	\$ 119,318		2.07	\$ 120,511		2.07	\$ 125,380	
TOTAL CLASSIFIED		2.60	\$ 251,179		2.60	\$ 254,697		2.60	\$ 257,243		2.60	\$ 267,637	
ALL STAFF		25.80	\$ 1,505,403		25.80	\$ 1,526,479		25.80	\$ 1,541,744		25.80	\$ 1,604,031	



APPENDIX A  
2016-17 Staffing Budget By Job Classification

School	Object	Description	2016-17			2017-18			2018-19			2019-20			2020-21		
			FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary		FTE	Salary	
HTEnc	1100 Teacher		20.00	\$ 1,160,187	1.4%	21.00	\$ 1,236,429	1%	21.00	\$ 1,248,793	2%	21.00	\$ 1,273,769	2%	21.00	\$ 1,299,244	2%
	1100 Inclusion Specialist		3.00	\$ 166,832	1.4%	3.00	\$ 169,168	1%	3.00	\$ 170,860	2%	3.00	\$ 174,277	2%	3.00	\$ 177,763	2%
	1100 Teacher - Other			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1110 Substitute Teacher			\$ 10,000	1.4%	-	\$ 10,140	1%	-	\$ 10,241	2%	-	\$ 10,446	2%	-	\$ 10,655	2%
	1120 Academic Support Teacher		1.00	\$ 29,000	1.4%	1.00	\$ 29,406	1%	1.00	\$ 29,700	2%	1.00	\$ 30,294	2%	1.00	\$ 30,900	2%
	1120 Apprentice Teacher		2.00	\$ 42,000	1.4%	2.00	\$ 42,588	1%	2.00	\$ 43,014	2%	2.00	\$ 43,874	2%	2.00	\$ 44,751	2%
	1120 Apprentice Ed Specialist		1.00	\$ 26,000	1.4%	1.00	\$ 26,364	1%	1.00	\$ 26,628	2%	1.00	\$ 27,161	2%	1.00	\$ 27,704	2%
	1150 Stipends			\$ 15,000	1.4%	-	\$ 15,210	1%	-	\$ 15,362	2%	-	\$ 15,669	2%	-	\$ 15,982	2%
	1150 Summer School			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1150 Summer Bridge			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1180 Teacher on Special Assignment		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	TOTAL 1100		27.00	\$ 1,449,019		28.00	\$ 1,529,305		28.00	\$ 1,544,598		28.00	\$ 1,575,490		28.00	\$ 1,606,999	
	1200 Dean of Students		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1200 Director, College Advising		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1200 Asst Dir, College Advising		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	1200 School Psychologist		0.40	\$ 42,582	1.4%	0.40	\$ 43,178	1%	0.40	\$ 43,610	2%	0.40	\$ 44,482	2%	0.40	\$ 45,372	2%
	1200 School Psychologist Intern		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	TOTAL 1200		0.40	\$ 42,582		0.40	\$ 43,178		0.40	\$ 43,610		0.40	\$ 44,482		0.40	\$ 45,372	
	1300 Director		1.00	\$ 91,923	1.4%	1.00	\$ 93,210	1%	1.00	\$ 94,142	2%	1.00	\$ 96,025	2%	1.00	\$ 97,946	2%
	1300 Associate Director		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%
	TOTAL 1300		1.00	\$ 91,923		1.00	\$ 93,210		1.00	\$ 94,142		1.00	\$ 96,025		1.00	\$ 97,946	
TOTAL CERTIFICATED		28.40	\$ 1,583,524		29.40	\$ 1,665,693		29.40	\$ 1,682,350		29.40	\$ 1,715,997		29.40	\$ 1,750,317		
2100 Academic Coach/Salaried		6.00	\$ 144,000	1.4%	6.00	\$ 146,016	1%	6.00	\$ 147,476	2%	6.00	\$ 150,426	2%	6.00	\$ 153,435	2%	
2100 Academic Coach/Hourly			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
2100 Athletics and Wellness Coordinator		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
2100 Afterschool Program Staff			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
2100 Child Care Assistants			\$ 62,832	1.4%	-	\$ 63,712	1%	-	\$ 64,349	2%	-	\$ 65,636	2%	-	\$ 66,949	2%	
TOTAL 2100		6.00	\$ 206,832		6.00	\$ 209,728		6.00	\$ 211,825		6.00	\$ 216,062		6.00	\$ 220,384		
2250 Custodial			\$ 24,960	1.4%	-	\$ 25,309	1%	-	\$ 25,562	2%	-	\$ 26,073	2%	-	\$ 26,594	2%	
2260 Food services			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
TOTAL 2200		0.00	\$ 24,960		0.00	\$ 25,309		0.00	\$ 25,562		0.00	\$ 26,073		0.00	\$ 26,594		
2300 Aftercare Coordinator		0.67	\$ 23,450	1.4%	0.67	\$ 23,778	1%	0.67	\$ 24,016	2%	0.67	\$ 24,496	2%	0.67	\$ 24,986	2%	
2300 Director, Community Partnerships		0.00	\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
TOTAL 2300		0.67	\$ 23,450		0.67	\$ 23,778		0.67	\$ 24,016		0.67	\$ 24,496		0.67	\$ 24,986		
2400 Site Manager		1.00	\$ 65,000	1.4%	1.00	\$ 65,910	1%	1.00	\$ 66,569	2%	1.00	\$ 67,900	2%	1.00	\$ 69,258	2%	
2400 Clerical Support / Hourly			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
2400 Alumni Outreach			\$ -	1.4%	-	\$ -	1%	-	\$ -	2%	-	\$ -	2%	-	\$ -	2%	
2400 Community Outreach Coordinator		0.33	\$ 13,695	1.4%	0.33	\$ 13,887	1%	0.33	\$ 14,026	2%	0.33	\$ 14,307	2%	0.33	\$ 14,593	2%	
2400 IT Director		0.66	\$ 42,075	1.4%	0.66	\$ 42,664	1%	0.66	\$ 43,091	2%	0.66	\$ 43,953	2%	0.66	\$ 44,832	2%	
TOTAL 2400		1.99	\$ 120,770		1.99	\$ 122,461		1.99	\$ 123,686		1.99	\$ 126,160		1.99	\$ 128,683		
TOTAL CLASSIFIED		8.66	\$ 376,012		8.66	\$ 381,276		8.66	\$ 385,089		8.66	\$ 392,791		8.66	\$ 400,647		
ALL STAFF		37.06	\$ 1,959,536		38.06	\$ 2,046,969		38.06	\$ 2,067,439		38.06	\$ 2,108,788		38.06	\$ 2,150,964		