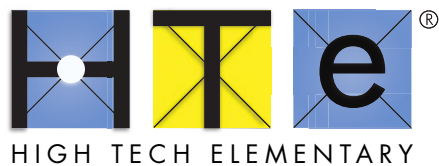




# HIGH TECH ELEMENTARY

R e n e w a l   C h a r t e r



Presented to the San Diego Unified School District  
Charter term July 1, 2019 - June 30, 2024





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## **INTRODUCTION**

Originally developed by a coalition of San Diego civic leaders and educators, the first Gary and Jerri-Ann Jacobs High Tech High charter petition was approved by the San Diego Unified School District (“District”) on September 14, 1999, and opened as a small high school on September 1, 2000.

Today, seven High Tech High charter schools are authorized by the District, including High Tech Elementary (“HTE”), which opened on August 24, 2015. The table below provides an overview of the locations and grade levels of these schools.

| <b>HIGH TECH HIGH BOARD</b>         |                               |                              |                              |                             |                              |                               |
|-------------------------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|------------------------------|-------------------------------|
| <b>High Tech Elementary</b>         | High Tech Elementary Explorer | High Tech Middle             | High Tech Middle Media Arts  | High Tech High              | High Tech High Media Arts    | High Tech High International  |
| <b>Grades K-5</b>                   | Grades K-5                    | Grades 6-8                   | Grades 6-8                   | Grades 9-12                 | Grades 9-12                  | Grades 9-12                   |
| <b>2150 Cushing Road, San Diego</b> | 2230 Truxtun Road, San Diego  | 2359 Truxtun Road, San Diego | 2230 Truxtun Road, San Diego | 2861 Womble Road, San Diego | 2230 Truxtun Road, San Diego | 2855 Farragut Road, San Diego |

HTE is seeking renewal of its charter for a five-year term beginning July 1, 2019, and ending June 30, 2024. The following table provides a summary of HTE’s initial charter petition dates.

| <b>District Action</b>   | <b>Meeting Date</b> | <b>Charter Term</b>          |
|--------------------------|---------------------|------------------------------|
| Initial charter petition | February 4, 2014    | July 1, 2015 – June 30, 2019 |

## **HTE Meets Renewal Criteria**

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).

HTE has demonstrated increases in pupil academic achievement to support a renewal of its charter based on the following information.

HTE does not have API, state rank, and similar schools rank due to HTE opening in August 2015.

**Schoolwide California Assessment of Student Performance and Progress (“CAASPP”) for HTE**

|         | ELA<br>Percent Met or Exceeded | Math<br>Percent Met or Exceeded |
|---------|--------------------------------|---------------------------------|
| 2015-16 | 53%                            | 28%                             |
| 2016-17 | 48%                            | 41%                             |

**Comparison of CAASPP for 2016-17**

|                 | ELA<br>Percent Met or Exceeded | Math<br>Percent Met or Exceeded |
|-----------------|--------------------------------|---------------------------------|
| HTE             | 48%                            | 41%                             |
| Ocean Beach     | 69%                            | 69%                             |
| Loma Portal     | 69%                            | 61%                             |
| Garfield        | 65%                            | 47%                             |
| Dewey           | 64%                            | 71%                             |
| Carson          | 41%                            | 41%                             |
| Golden Hill K-8 | 39%                            | 23%                             |

**Subgroup CAASPP for HTe 2016-17**

|                                    | ELA<br>Percent Met or Exceeded | Math<br>Percent Met or Exceeded |
|------------------------------------|--------------------------------|---------------------------------|
| Students with Disabilities         | 29%                            | 21%                             |
| Socioeconomically Disadvantaged    | 39%                            | 34%                             |
| English Learners                   | 21%                            | 21%                             |
| Ever English Learners <sup>1</sup> | 33%                            | 23%                             |
| Hispanic or Latino                 | 38%                            | 36%                             |
| White                              | 64%                            | 53%                             |
| African American                   | 27%                            | 13%                             |
| Two or more races                  | --                             | --                              |
| Asian                              | 40%                            | 27%                             |
| Filipino                           | --                             | --                              |

Education Code Section 47607(b)(4) supports the presentation of multiple measures of school accountability. Additional data points, including progress on HTe's Local Control and Accountability Plan ("LCAP") are detailed in the description of Element Two (B): Measurable Outcomes.

Like all other High Tech High charter schools, HTe works with intention at being an integrated school that is representative of the demographics of the larger community which it serves. The table below illustrates the most recent demographic representation of HTe student body.

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<sup>1</sup> The Ever English Learners ("Ever EL") subgroup combines the English Learner ("EL") subgroup with Reclassified Fluent English Proficient ("RFEP") for accountability purposes by considering "Total English Learners," i.e. both students still classified as EL and students who have been reclassified. See <https://www.cde.ca.gov/sp/el/rm/charexmpls.asp>.

**Student Demographics 2017-18 HTe**

| <b>Total Enrollment</b>          | <b>424 Students</b> |
|----------------------------------|---------------------|
| Socioeconomically Disadvantaged  | 53.3%               |
| English Learners                 | 15.3%               |
| Students with Disabilities       | 6.1%                |
| Homeless Youth                   | 0.0%                |
| Latino or Hispanic               | 46.2%               |
| White                            | 32.8%               |
| Black or African American        | 6.6%                |
| Two or more races                | 5.0%                |
| Asian                            | 5.4%                |
| Filipino                         | 2.4%                |
| American Indian or Alaska Native | 1.7%                |
| Pacific Islander                 | 0.0%                |

Enrollment at HTe began with 398 students in the 2015-16 opening year and then increased to 403 students in 2016-17 and 427 students in 2017-18. Admissions applications indicate a strong interest in the educational program. Overall, the combined group of High Tech High charter schools annually receives far more applications than spaces available, demonstrating community support for renewal of this charter. Based on historical data, the projected enrollment for HTe is described below in the table.



### Projected Enrollment for HTe

|         | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------|---------|---------|---------|---------|---------|
| Grade K | 60      | 60      | 60      | 60      | 60      |
| Grade 1 | 60      | 60      | 60      | 60      | 60      |
| Grade 2 | 72      | 72      | 72      | 72      | 72      |
| Grade 3 | 78      | 78      | 78      | 78      | 78      |
| Grade 4 | 78      | 78      | 78      | 78      | 78      |
| Grade 5 | 78      | 78      | 78      | 78      | 78      |
| Total   | 426     | 426     | 426     | 426     | 426     |

As part of the High Tech High organization, HTe is guided by four connected design principles—equity, personalization, authentic work, and collaborative design. HTe strives 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. With these design principles and common mission in mind, HTe aims to create socially integrated, non-tracked learning environments.

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 at HTe. 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 HTe, where faculty and students demystify and discuss college as an accessible, viable goal.

The teachers at HTe create and direct diverse, innovative curricula to pursue rigorous, in-depth learning, with personalized and Project-Based Learning 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.

A comprehensive description of HTe’s educational program and other required elements are provided in this charter.

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

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

Below HTe describes the educational design principles, and, more specifically, the educational program in accordance with Education Code Section 47605(b)(5)(A).

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

As noted previously, the work at HTe and all High Tech High schools is guided by four connected design principles—equity, personalization, authentic work, and collaborative design—that set aspirational goals and create a foundation for understanding HTe’s approach.

- a. **Equity:** HTe is an equity project. Teachers work to address inequities and help students reach their full potential. HTe is 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. HTe has an acute focus on college entrance and college completion for all students.
- b. **Personalization:** Teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, HTe fosters relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, and student collaborative work.
- c. **Authentic Work:** Projects for students integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, and consultation with outside experts. HTe 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.

- d. **Collaborative Design:** Teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff functions 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 High Tech High schools, whether at the elementary, middle, or high school level, strive for a common mission: to provide all students with rigorous and relevant academic, civic and life skills, while preparing all graduates for postsecondary success and productive citizenship. In this context, HTe's primary goals are:

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

Teachers create learning experiences designed to foster Deeper Learning competencies<sup>2</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 is how HTe defines an educated person in the 21st century and prepares students to navigate the complex challenges of an increasingly multicultural society and global economy. HTe implements an instructional strategy aligned with

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<sup>2</sup> Definition of "Deeper Learning," from The Hewlett Foundation.

the Student Centered Learning Model developed by Jobs for the Future.<sup>3</sup> This model describes the following characteristics as key to students centered practice: learning is personalized, competency based, takes place anytime/anywhere, and students exert ownership over their learning. This model brings together research from various fields including the learning sciences to argue that an emphasis on student centered practices or deeper learning leads to the knowledge, skills, and dispositions to succeed in college, career, and civic life.<sup>4</sup> This research-based strategy that a student centered approach enhances college readiness and capacity supports the theory of action at the heart of HTe.

### **3. Curriculum and Instructional Design**

HTe's teachers work in teams to create curriculum that is integrated across subjects and aligned with Common Core State Standards through three key integrations that unify HTe's educational program. These integrations reflect HTe's belief of how learning best occurs.

- a. **Integrating Students:** HTe'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 HTe -- 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. Rather than mis-predicting students' future trajectories on the basis of perceived academic ability, HTe prepares all of its students for admission to a four-year university.
- b. **Integrating School and Community:** HTe learning environment extends well beyond the walls of its classrooms to leverage educational opportunities in the community. Students investigate authentic problems confronting the community, conduct scientific and ethnographic research in the field, partner with adult professionals, and create products that benefit stakeholders in the community.
- c. **Integrating Hands and Minds:** Students at HTe use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. Both academic and technical strands are strongly in evidence at HTe.

HTe's guiding pedagogy, which binds the three integrations, is Project-Based Learning. Project-Based Learning can be defined as<sup>5</sup>:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge

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<sup>3</sup> See <https://www.jff.org>

<sup>4</sup> See <https://studentsatthecenterhub.org/about/>

<sup>5</sup> Definition from Autodesk Foundation.

- 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

HTE'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.

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

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

To promote excellence in project design and facilitation across all High Tech High schools and teachers, HTE 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 experienced faculty. Teachers engage in ongoing professional development through weekly morning meeting time and dedicated staff days.

School Directors prioritize instructional coaching and spend a significant percentage of their time observing in classrooms and debriefing with teachers. HTE has structures for collegial coaching, as well as official mentor-mentee partnerships for teachers undergoing induction.

The High Tech High Credentialing Program and the High Tech High Graduate School of Education provide HTE's faculty, and teachers throughout the neighboring districts, and elsewhere, with abundant opportunities for professional development, enrichment, and growth.

## 5. **Plan for Students Who Are Not Achieving At or Above Expected Levels**

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

- a. **Small Class Sizes**: HTE'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.
- b. **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.
- c. **Academic Tutoring**: Students may receive tutoring, including organization skills support, from teachers during class, lunch, before school, and after school.
- d. **Supplemental School Learning Resources**: Supplemental learning materials are made available to students through text resources, as well as information technology.
- e. **Academic Coaches and Education Specialists**: During the core day, academic coaches embedded in the classrooms provide additional support to students who are struggling within the classroom context. Education specialists, who train and supervise the academic coaches, also spend significant time in classrooms observing students who are struggling academically or socially and collaborate with core teachers, as well as the academic coaches, to devise support plans and strategies.
- f. **Student Support Conferences**: When a student is identified to be progressing at an unsatisfactory rate, a student support conference is called, during which faculty and parents/guardians discuss strategies for supporting the student's learning.
- g. **Summer Programs**: HTE offers summer school programs for students who need additional academic support.
- h. **Social Emotional Support Practices**: Many students who struggle academically are also in need of social-emotional support. In addition to providing academic support, teachers offer social-emotional support through intentional classroom strategies,

including group circles and restorative justice practices. School psychologists, social-emotional coordinators, and/or deans develop and model these practices. School psychologists also coach teachers and consult with staff about specific students who need additional support.

## 6. **Plan for Students Who Are Achieving Substantially Above Grade Level Expectations**

HTE does not track students. Rather, within each class, teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high achievement, including, but not limited to, the following:

- a. **Small Class Sizes**: HTE's small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students to offer enrichment opportunities on both projects and core skills.
- b. **Staff Meetings and Protocols**: Regular morning staff meeting time is dedicated to Equity Protocols through which teachers have the opportunity to consult with colleagues about students who are high achieving and brainstorm additional strategies for supporting their academic growth. The Equity Protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.
- c. **Supplemental School Learning Resources**: Supplemental learning materials are made available to students through text resources, as well as information technology.
- d. **Alternative Assignments**: Alternative "challenge" assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these "challenge" assignments.
- e. **Academic Enrichment**: Students may receive enrichment from teachers during class, lunch, before school, and after school.

## 7. **Plan for English Learners**

HTE aims to ensure educational equity for English Learners ("ELs"), which means that each student receives what he or she needs to develop his or her full academic and social

potential.<sup>6</sup> In order to effectively educate ELs, HTe strives to create an educational program that does three things for ELs: (i) promote the students' sociocultural integration; (ii) cultivate their language proficiency; and (iii) holistically support their academic achievement<sup>7</sup>

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

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

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

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

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

- a. Merrill Swain's work<sup>8</sup> highlights the importance of **meaningful output**. According to Swain, meaningful output is central to language acquisition because it provides

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<sup>6</sup> [National Equity Project](#)

<sup>7</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.

<sup>8</sup> Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its



learners with opportunities to work with developing language in contextualized, meaningful situations. In the project-based setting, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, HTe students are constantly engaged in conversations with peers and teachers that foster meaningful output.

- b. Researcher Jim Cummins<sup>9</sup> underscores the importance of ***embedding academic language in context***, making academically demanding content easier for ELs to understand. Through the hands-on learning that happens at HTe, 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.
- c. Stephen Krashen<sup>10</sup> asserts that learners have an ***affective filter*** that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. HTe's small class size, the design principle of personalization, as well as HTe's focus on social-emotional learning, creates a school culture in which ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in Project Based Learning also reduces this filter for ELs.

Krashen also hypothesizes 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 HTe classrooms are ample opportunities for students to receive comprehensible input. ELs are strategically grouped with peers who can provide this  $i + 1$  input. In addition, teachers differentiate reading selections to be comprehensible to ELs. Because HTe teachers often use web resources and

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development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-53). Rowley, MA: Newbury House.

<sup>9</sup> Cummins, J. (1984). *Bilingualism and special education: Issues in assessment pedagogy*. San Francisco: College-Hill Press.

<sup>10</sup> Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

authentic texts (rather than textbooks), they can select the appropriate texts for emerging readers.

In addition to the pedagogical practices that support ELs in the classroom, HTe also provides additional, personalized support where appropriate. HTe employs academic coaches who provide extra support to students, including ELs, within the classroom. HTe education specialists, in conjunction with classroom teachers, oversee the work of the academic coaches and the progress of ELs. HTe also employs an EL coordinator. EL coordinators throughout the High Tech High organization 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.

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

Research-based strategies<sup>11,12</sup> to provide ELs full access to the curriculum so that they understand the content include:

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

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<sup>11</sup> Rubinstein-Avila, E. (2006). [Connecting with Latino learners](#). *Educational Leadership*, 63(5), 38-43.

<sup>12</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.

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

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

- a. Teachers earning a preliminary teaching credential through the High Tech High teacher intern credentialing program complete a CCTC approved course entitled "Preparation to Teach English Language Learners." In this course, new teachers learn strategies to help ensure the success of ELs in an academic environment. They examine the theoretical perspectives of second language acquisition, explore teaching strategies for ELs, and practice applying such strategies in a Project Based Learning environment.
- b. Teachers in their first two years at HTe receive Induction support which includes a module on teaching ELs.
- c. New teachers receive ongoing coaching from an instructional coach trained in teaching ELs.
- d. New teachers arrive about three weeks before the start of school for an Odyssey experience aimed at developing their understanding of HTe teaching practices, including practices aimed at supporting ELs.
- e. Returning teachers arrive about one week before the start of school for ongoing professional development including support for meeting the needs of ELs.
- f. Teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices, including EL support.

ELs who meet established criteria will be reclassified. Multiple criteria will be used in determining whether to classify a pupil as proficient in English. The EL coordinator implements follow-up procedures to monitor and support Reclassified Fluent English Proficient Students ("RFEPs") as well as assure ELs show yearly progress towards meeting the criteria to become English proficient.

## **8. Plan for Students with Disabilities**

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act ("IDEA") will be provided a free appropriate public education in the least restrictive environment. To meet each student's unique needs, HTe focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction, and

note-taking services in the general education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding the above are the responsibility of the Individualized Education Program (“IEP”) team, as formulated in a written plan and with full consent of the parent/guardian. While HTe 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 HTe’s students shall be provided by a credentialed special education teacher, known as an Education Specialist at HTe. The Education Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. HTe shall directly employ, or independently contract with, service providers for any required element of special education support such as psychological services, speech therapy, occupational therapy, and other related services necessary for the provision of a free appropriate public education.

The primary method of identifying students eligible for special education services is through the admissions and registration process, although special education status has no impact on admission to HTe. Students are also eligible for special education identification and eligibility determination through a “child find” process. Instructional staff are trained in and knowledgeable of referral procedures to identify, respond, and meet the needs of students with disabilities. HTe provides psycho-educational diagnostic services to assess students for each of the disabling conditions as defined by state and federal law.

HTe participates as a local educational agency (“LEA”) member of the Desert/Mountain Special Education Local Plan Area (“SELPA”). HTe reserves the right to participate in an alternative SELPA during this charter term, subject to requesting the District’s approval of a material revision to the charter.

As a member of the Desert/Mountain SELPA, HTe makes the following assurances:

- a. **Free Appropriate Public Education:** HTe 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 HTe.
- b. **Full Educational Opportunity:** HTe shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
- c. **Child Find:** HTe shall assure that all students with disabilities are identified, located, and evaluated.
- d. **IEP:** HTe shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.

- e. **Least Restrictive Environment:** HTe 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.
- f. **Procedural Safeguards:** HTe shall assure that children with disabilities and their parents/guardians shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
- g. **Annual and Triennial Assessments:** HTe shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent/guardian or teacher.
- h. **Confidentiality:** HTe shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure, and destruction.
- i. **Personnel Standards:** HTe shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.
- j. **Participation in Assessments:** HTe shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

The oversight of the special education programs at HTe is provided by the Director of Special Education who concentrates on the area of special education service delivery and state and federal statutes and regulations. Additionally, HTe is required to demonstrate an adequate capacity to provide students in special education with a free and appropriate public education. HTe 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 HTe through personal school site visits and reviews, as well as video and telephone conferencing. In addition, the Desert/Mountain SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is enhanced by regularly scheduled personal visits to all participating LEAs by a team of highly qualified Education Specialists. All Education Specialists are engaged in collegial communities of practice and those in the induction program receive substantial mentoring from Induction Mentors. Specific and targeted staff development opportunities are also provided by HTe

and the Desert/Mountain SELPA during the Annual Summer Institute that is co-sponsored by HTe.

**9. Independent Study Program**

HTe reserves the right to implement an independent study program called “Flex” to demonstrate how HTe’s innovative design principles and teaching methodologies can exist within a hybrid online and in-person learning environment. The development work underlying the Flex option is still a work in progress.

## Element Two (B): Measurable Outcomes

The tables below describe HTE's progress on measurable outcomes and alignment with the state's eight priorities. These outcomes specify the skills, knowledge, and attitudes that reflect HTE's educational objectives and are sufficiently detailed enough to determine whether students are making satisfactory progress. HTE, through the LCAP annual update and other means, frequently evaluates the effectiveness of its outcomes and modifies instruction for individual students and for groups of students.

### LCAP Annual Update 2017-18 as of May 24, 2018

| LCAP Goal   | Statewide Priority | Expected Annual Measurable Outcomes   | Reported Actual Annual Measurable Outcomes  |
|---|--------------------|---|---|
| Reduce Chronic Absenteeism  | 5                  | Chronic Absenteeism Rate 5.5%<br><br>Chronic Absenteeism Rate SED Students of 6.8%<br><br>P2 Attendance 96.1%                 | Chronic Absenteeism Rate 3.6%<br><br>Chronic Absenteeism Rate SED Students of 4.1%<br><br>P2 Attendance 96.2%                 |
| Restorative Practices to Reduce Suspensions                                       | 5                  | Suspension Rate 4.5%  | Suspension Rate 0.67%   |
| Improve outcomes for English Learners   | 4                  | Improve EL Reclassification Rate  | EL Reclassification Rate 66.7%  |
| Improve Literacy Instruction  | 2, 4, 7            | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 96% | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 98% |
| Improve Mathematics Instruction   | 2, 4, 7            | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 96% | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 98% |
| Improve Science Instruction   | 2, 4, 7            | Science faculty exposed to at least one NGSS professional development opportunity 67%   | Science faculty exposed to at least one NGSS professional development opportunity 76%   |
| Improve processes for responding to struggling students by implementing CPS model | 3, 4, 7            | Have 25 students participating in CPS (problem solving)   | Monitor student participation in CPS process  |

|  |         |  |  |
|--|---------|--|--|
| Support students in publicly presenting their learning to families and the broader community | 2, 3    | <p>Percentage of students participating each year in an exhibition, presentations of learning, and/or student-led conference 100%</p> <p>Percentage of families attend an exhibition, presentations of learning, or student-led conference 91%</p> | <p>Percentage of students participating each year in an exhibition, presentations of learning, and/or student-led conference 100%</p> <p>Percentage of families attend an exhibition, presentations of learning, or student-led conference 90%</p> |
| Increase College Access and Persistence  | 4, 8    | <p>Percentage of HTH students in A-G coursework 96%</p> <p>Percentage of HTH students reporting enrolling in college 95%</p> <p>Percentage of HTH SED students awarded a Cal Grant 70%</p>   | <p>Percentage of HTH students in A-G coursework (pending)</p> <p>Percentage of HTH students reporting enrolling in college (pending)</p> <p>Percentage of HTH SED students awarded a Cal Grant 64%</p>   |
| Improve use of survey data to guide improvement efforts                                      | 3, 5, 6 | Percentage of teachers who have completed a process of analyzing student survey results 40%  | Percentage of teachers who have completed a process of analyzing student survey results 60%  |
| Maintain basic services  | 1       | <p>Percent of credentialed teachers 100%</p> <p>Percent of teachers with access to a budget to purchase instructional materials 100%</p> <p>Percent of maintenance requests filled within a week 75%</p>   | <p>Percent of credentialed teachers 100%</p> <p>Percent of teachers with access to a budget to purchase instructional materials 100%</p> <p>Percent of maintenance requests filled within a week met/exceeded 75%</p>                              |



### LCAP Goals and Outcomes 2018-19 as of May 24, 2018

| Goal  | Statewide Priority | Expected Annual Measurable Outcomes   |
|---|--------------------|---|
| Ensure High Quality Work: Students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection. | 2, 3, 5, 7, 8      | <p>Percentage of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS 98%</p> <p>Percentage of families attending an exhibition, presentations of learning, or student-led conference 91%</p> <p>Youth Truth family survey National Percentile Ranking: I would recommend my school to parents seeking a school for their child. 69%</p> <p>Youth Truth family survey National Percentile Ranking: I understand my school's goals. 83%</p> |
| Improve Student-Centered Instruction: Teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.  | 2, 4, 5, 7         | <p>EL Reclassification Status 68%</p> <p>LCFF Rubric ELA Indicator: Yellow</p> <p>LCFF Rubric Math Indicator: Green</p> <p>Increase percentage of science faculty exposed to at least one NGSS professional development opportunity 77%</p>   |
| Nurture a Culture of Belonging: Create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.          | 5, 6               | Improve chronic absenteeism rates schoolwide (4.5%) and for SED students (6.6%), improve P-2attendance rate (96%), and lower suspension rates schoolwide and for SED students.  |
| Increase Support for Struggling Students: Provide targeted interventions to students in need of additional support.   | 4, 5, 6            | <p>Establish baseline number of Plan B /ALSUP meetings.</p> <p>Establish baseline number of students receiving Foundations or LLI reading intervention</p>  |
| Ensure College Access & Persistence: Support all students in accessing and excelling in college.  | 4, 7               | Increase percentage of HTH students reporting enrolling in college to 96.8%   |
| Maintain Basic Services   | 1                  | <p>Maintain 100% of credentialed teachers</p> <p>Maintain 100% of teachers with access to a budget to purchase instructional materials</p> <p>Increase percent of maintenance requests filled within a week to 76%</p>  |

### Element Three (C) – Method of Measuring of Student Progress

HTE implements 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, guardian, and the larger community

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

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

- c. Other Conferences: These are scheduled as needed to ensure that the program is meeting the student's needs.

The following table outlines some of the assessment and student outcomes tools used by HTe.

| <b>ASSESSMENTS/OUTCOMES</b>  | <b>PURPOSE FOR ADMINISTERING/MONITORING</b>   |
|--|---|
| Presentations of Learning ("POL")                                    | To ensure learning goals are met for each individual student.   |
| Exhibitions  | Demonstrate presentations of learning to teachers, parents, and community.  |
| California Assessment of Student Performance and Progress ("CAASPP") | Tests student proficiency of the California State Standards.  |
| FITNESSGRAM  | Ensure students are physically fit.   |
| English Language Proficiency Assessments for California ("ELPAC")    | To assess English language proficiency and reclassify students.   |
| Surveys  | Solicit specific feedback to gauge parent/guardian and student satisfaction with learning outcomes and program design of HTe. |
| Attendance and Chronic Absenteeism                                   | Ensure students have access to the curriculum and have supports to address any barriers to attending HTe regularly.           |

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

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

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

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

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

Since 2000, the High Tech High network has evolved and grown to include an integrated group of a total of fourteen charter schools spanning grades K-12 across four campuses. As noted in the Introduction, the District has authorized seven of the charter schools operated by High Tech High, a California nonprofit, public benefit corporation. These seven charter schools are located on the Point Loma Campus and collectively serve grades K-12. In addition, High Tech High operates seven other charter schools authorized by the California State Board of Education (“SBE”) under a singular Statewide Benefit Charter. The specific locations of each campus are detailed in the Student & Parent Handbook (Appendix I) as well as the [www.hightechhigh.org](http://www.hightechhigh.org) website.

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

In the event the District appoints a representative to the High Tech High Board, an additional board member may be selected by the High Tech High Board.

HTE secures parental involvement, participation, and input in a variety of ways. For example, the School Director meets formally with parents and guardians at least twice a year regarding Title I spending and the LCAP. Meeting agendas cover subjects including review and analysis of CAASPP results, as well as budget development, as it pertains to Title I funds and the LCAP.

HTE features active parental involvement, as parent involvement is a key factor in student academic achievement. HTE has a Parent Association. Activities that the parent association may undertake includes, but is not limited to:

- Creating and distributing a Parent Association Newsletter
- Sending Parent Association announcements via email and/or other means

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

## Element Five (E): Human Resources

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

### 1. Delineation of School-Based and Central Responsibilities

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

| School-Based Staff Responsibilities  | Central Staff Responsibilities  |
|--|---|
| <ul style="list-style-type: none"><li>• <i>School Director</i> – responsible for overseeing all aspects of the school's local operations including responsibility for ensuring that the school's instructional program features full implementation of Design Principles and delivers the measurable outcomes. The School Director is responsible for hiring all site-based staff and, working in collaboration with central staff, for preparing a budget for approval by the High Tech High Board.</li><li>• <i>Dean of Students</i> – works in close partnership with the School Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents/guardians.</li><li>• <i>IT Director</i> – works closely with central staff to ensure that IT systems architecture is fully implemented at the HTe site level, providing the site's students, parents/guardians, and staff full access to the array of IT services that support teaching, learning and site operations.</li><li>• <i>Site Manager</i> – ensures that administrative, clerical, and front office functions are performed at the HTe site</li></ul> | <p>At the central level, the High Tech High organization offers administrative support services. Services performed at the central level include, but are not limited to:</p> <ul style="list-style-type: none"><li>• High Tech High Board Support</li><li>• Governance Support</li><li>• Strategic Planning</li><li>• Operation and Fiscal Planning</li><li>• Property/Facilities Acquisition and Financing</li><li>• Facilities Design, Renovation and Maintenance</li><li>• Payroll, Benefits</li><li>• Human Resources Support</li><li>• IT Services</li><li>• Business Services</li><li>• Lunch Program Operations</li><li>• Admissions</li><li>• Legal Support</li><li>• Administrative Services</li><li>• Charter Development</li><li>• Community Engagement</li><li>• Teacher Credentialing</li><li>• Curriculum Development Support</li><li>• Professional Development for Directors and Teachers</li><li>• Program Monitoring, Compliance, and Quality Assurance</li><li>• Special Education Services</li></ul> |

|  |  |
|--|--|
| <p>level and works closely with the central staff to make sure that information from the site is available on a timely basis regarding compliance matters and fiscal control.</p> <ul style="list-style-type: none"> <li>• <i>Custodian</i> – ensuring that the facility is maintained in a manner that supports teaching and learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Fundraising</li> <li>• Grant Generation</li> <li>• Environmental Health and Safety</li> </ul> |
|--|--|

## 2. School Director

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

## 3. Teachers

HTe is committed to hiring talented, knowledgeable, and passionate teachers as key positions in the instructional category. HTe does this by holding hiring fairs, working with the High Tech High Graduate School of Education, posting positions with other universities and education websites, recruiting from industry, and supporting new teachers through its own credentialing programs, among other things. Interviews are typically followed by a rigorous full-day review during which candidates teach a class (and are evaluated by students), have a luncheon interview with students, and interview with current teachers and administrators.

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



and now has authority from the CTC to offer a multiple-subject credential intern program elementary school teachers, among other credentials.

HTe recognizes that its teachers of core academic subjects must meet the Every Student Succeeds Act (“ESSA”) requirements. HTe’s teachers are required to hold a CTC certificate, permit, or other document equivalent to that which any public school teacher is required to hold. However, HTe 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, HTe may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. Moreover, within the provisions of the law, HTe reserves the right to recruit and hire the best qualified person to fill any of its position vacancies.

**4. Other Staff Members**

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

**5. Policy Against Discrimination**

HTe 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.

**6. Professional Development**

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

Morning staff meetings are held at least once a week and afford the opportunity for regular check-ins and discussions about practice. These meetings may include discussions about exhibitions, presentations of learning, assessments, and other topics. Veteran and new teachers have the opportunity to collaborate at morning meetings.

Collegial coaching is another important part of HTe's professional development process. Starting at first with observation and consultation by the School Director, colleagues, and, at times, other administrators, teachers are engaged in classroom observation and feedback.

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

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

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

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

HTe will comply with all applicable health and safety laws. Toward this end, HTe has adopted a complete set of health and safety policies. These policies include an Injury and Illness Prevention Program, Hazardous Communication Program, Bloodborne Pathogens Exposure Control Program, and Emergency Plans and Procedures. HTe will develop further health, safety, and risk management policies in consultation with its insurance carriers and risk management experts as required by law. HTe will assess its facilities for structural safety, using the applicable state, county, and city standards. HTe, 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 safe facilities for students and staff.

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

HTe shall require student immunizations as a condition of attendance to the same extent as would apply if the students attended a non-charter public school. HTe shall provide student health screenings, including vision and hearing, are completed to the same extent as would be required if the students attended a non-charter public school.

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

HTe shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

HTe focuses its 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 the campus is located.

HTe works cooperatively with the District, the San Diego County Office of Education, other local charter schools, preschools, and community-based organizations to engage in outreach to students and community members in order to provide program information and applications to eligible applicants. Staff members conduct informational presentations throughout the surrounding area to provide information to prospective applicants. Public information meetings are held about HTe. Special emphasis is placed on holding such meetings in communities that staff members have identified as those representing demographics that are underrepresented in the applicant pool and that will bring HTe toward the goal of socio-economic and cultural diversity. Program descriptions and student recruitment information is presented in a manner that provides access to a broad group of students and their parents and guardians.

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

### **1. Admissions Information**

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

### **2. General Procedures for New Applicants for Admission**

The following are admissions requirements for new applicants:

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

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

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

### **3. Matriculation and Transfers of Current HTe Students**

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

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

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

#### **4. Admissions Priorities**

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

- a. Returning or existing students in good standing are exempt from the lottery in accordance with Education Code Section 47605(d)(2)(B).
- b. Children of employees or board members of High Tech High, High Tech High Foundation, or High Tech High Learning. This priority is capped at 10% of total enrollment.
- c. Students being promoted from or transferring from another school that is operated by High Tech High (who also complete the application process in a timely fashion).
- d. Siblings of students currently attending schools operated by High Tech High, if there is space available within the applicant's zip code cluster (see below).
- e. All other students permitted by law.

#### **5. Admissions Lottery**

If HTE 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, HTE 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 region

where HTe operates. In this regard, HTe 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 are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zip code cluster that have been admitted from returning, promoting and transferring students, sibling preferences and board member or employee preferences.

- a. **Geographic Zip Code Weighting:** In order to meet the requirement that preference for admission be offered to students who reside in the school district where HTe is located, HTe ensures that approximately 85% of slots for admission will be allocated to students residing within the attendance boundaries of the District.

As part of the High Tech High charter schools, HTe identifies attendance regions consisting of several contiguous zip code areas or “clusters.” Using United States Census data, HTe determines the percentage of school-aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster.

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

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

Once the initial openings have been filled using the procedures described above, HTe will notify chosen applicants and inform them of their option to enroll in HTe. 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 HTe’s admissions policies as delineated above. When names are drawn, HTe will notify the applicants that they have the option of enrolling in HTe. 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, HTe will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the High Tech High Board.

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

HTE 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)(l) and 47605(m). The books and records of HTE 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.

HTE will transmit a copy of the audit to the San Diego Unified School District, San Diego County Office of Education, the State Controller's Office, and the California Department of Education by December 15 of each year.

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

- 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 District and the School by no later than the following June 30 or other time as may be mutually agreed to.

HTE 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.

HTE will annually prepare and file with the San Diego Unified School District and San Diego County Office of Education a budget on or before July 1, an annual update to its LCAP on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report for the full prior year on or before September 15.



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

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

### **1. Overview of Disciplinary Actions**

The purpose of disciplinary action at HTE is to ensure that individual students, their parents/guardians and HTE 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 HTE 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 HTE may determine appropriate

### **2. Suspension and Expulsion as Disciplinary Actions**

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

students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

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

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

- g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.
- h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
- i. Extortion.
- j. Sexual harassment.
- k. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
- m. Violations of HTe’s academic policies, including, but not limited to plagiarism and/or cheating.
- n. Violations of HTe’s information technology (“IT”) policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.
- o. Violations of HTe’s community standards and conduct policies as articulated throughout the Student & Parent Handbook.

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

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

The High Tech High Board annually reviews and revises, as necessary, the grounds for mandatory recommendation for expulsion and the grounds that may result in suspension or expulsion, and the procedures corresponding to student discipline. The policies and procedures are communicated through the annual publication of the Student & Parent Handbook.

### **3. 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 serve as the neutral hearing officer, and 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 recommend expulsion and/or expel a student remains at the sole discretion of the School Director (or his/her designee).

#### **4. Suspensions**

##### **a. 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.

For suspensions of fewer than ten days:

- The School Director (or his/her designee) shall provide oral or written notice of the charges against the student.
- If the student denies the charges, the School Director (or his/her designee) shall provide an explanation of the evidence that supports the charges and an opportunity for the student to present his/her side of the story. Education Code Section 47605(b)(5)(J)(i).

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

- The School Director (or his/her designee) shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- HTe shall provide a hearing adjudicated by a neutral officer (such as a School Director or a School Dean from another one of the HTH schools), within a reasonable number of days, at which the student shall have a fair opportunity to present his/her side of the story, and the student shall have the right to bring legal counsel or an advocate. Education Code Section 47605(b)(5)(J)(ii).

No student shall be involuntarily and permanently removed by HTe for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the above-specified procedures regarding a hearing adjudicated by a neutral officer, before the effective date of the action. If the student's parent/guardian, or educational rights holder initiates the above-specified hearing procedures, the student shall remain enrolled and shall not be removed until HTe issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include above-specified suspensions or expulsions per the process described in the Student & Parent Handbook. Education Code Section 47605(b)(5)(J)(iii).

**b. 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 HTe's expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

**c. 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.

## **5. Expulsions**

### **a. Expulsion Hearings**

If the School Director (or his/her designee) determines that consideration of expulsion is warranted, the School Director (or his/her designee) will hold an expulsion hearing where the School Director (or his/her designee) shall serve as the neutral hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The School Director (or his/her designee) in his/her capacity as the neutral hearing officer will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and HTe.

If a School Director (or his/her designee) in his/her capacity as the neutral hearing officer determines that a student is to be expelled, the neutral hearing officer 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 expulsion determination.

### **b. Right to Appeal the Expulsion Determination**

The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the 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, a school director or a school dean from another one of the High Tech High schools, and the CEO of High Tech High or his/her designee. The committee members appointed will be knowledgeable about HTe'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 HTe. That decision shall be final.

**6. Updates to Suspension and Expulsion Procedures**

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



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

HTe will offer compensation according to the approved compensation frameworks approved by the High Tech High Board. All eligible employees of HTe will participate in the State Teachers' Retirement System ("STRS") and the Public Employees' Retirement System ("PERS"). Positions at HTe participating in STRS include teachers, school directors, school psychologists, and others. Positions at HTe participating in PERS and federal social security include site managers, IT director, and others. Teachers and other persons working at HTe will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS, and federal social security. HTe's finance and business staff members are responsible for ensuring that appropriate arrangements for coverage, including appropriate contributions, have been made for the retirement systems.

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

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

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

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

**Element Thirteen (M): Employee Return Rights**

Regarding employees of the District who take employment at HTe, there is no right for such employees to return to the District unless such a provision in the District's policies, procedures, or collective bargaining agreements applies.

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

In the event of a dispute between HTe and District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issues in a written dispute statement. Within thirty (30) calendar days of sending a written dispute statement, or longer if both parties agree, an HTe representative and a District representative shall meet and confer in an attempt to resolve the dispute. If the first meet and confer fails to resolve the dispute, two representatives from each organization shall meet again at the earliest mutually convenient date to attempt to resolve the dispute. If this second meeting fails to resolve the dispute, within thirty (30) calendar days from the date of the District's written dispute statement, or longer if both parties agree, the parties shall identify a neutral, third-party mediator to assist in dispute resolution through a mediation session. The format of the mediation shall be developed jointly by HTe and District and may incorporate informal rules of evidence and procedure. Unless jointly agreed, the mediation shall conclude within forty-five (45) calendar days. Each party shall bear their own costs associated with dispute resolution, including attorneys' fees, and shall bear one-half of the costs of the mediation.

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

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

If HTe closes for any reason, HTe will follow the closure procedures as set forth in Title 5, California Code of Regulations, Section 11962. The High Tech High Board will designate a responsible entity, which may be a HTe employee or other entity, to conduct closure activities. Closure activities will be funded by the reserve for economic uncertainties that is maintained by HTe. Assets remaining after payment of all debts and liabilities and a final audit will be distributed as follows, in accordance with HTe's Articles of Incorporation: (1) All assets and property of HTe will be distributed first to High Tech High, if it is still operating, (2) then to High Tech High Foundation ("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 High Tech High Board's choice in accordance with state law. Further, HTe will notify parents/guardians, students, the California Department of Education, the retirement systems in which HTe's employees participate, and districts and county offices of education affected by the closure and will transfer all pupil records as appropriate. Finally, HTe will provide the District with an independent final audit within six months after the closure that determines the disposition of all assets and liabilities.

## **ASSURANCES**

1. High Tech High shall be deemed the exclusive public school employer of the employees of HTe for purposes of the Educational Employment Relations Act.
2. HTe shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
3. HTe shall, on a regular basis, consult with parents, legal guardians, and teachers regarding HTe's educational programs.
4. HTe shall admit all students who wish to attend HTe, and who submit a timely application, unless HTe receives a greater number of applications than there are spaces for students, in which case each applicant will be given a chance of admission through a random lottery process. Except as required by Education Code Section 47605(d)(2), or provided by the terms of this charter, admission to HTe shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with the terms of the charter and applicable law. In the event of a drawing, the District shall make reasonable efforts to accommodate the growth of HTe in accordance with Education Code Section 47605(d)(2)(C).
5. HTe shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
6. HTe shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
7. HTe shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
8. HTe shall ensure that its teachers 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 may be given to non-core, non-college preparatory teachers.
9. HTe will at all times maintain all necessary and appropriate insurance coverage.
10. HTe will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
11. If a student is expelled or leaves HTe without graduating or completing the school year for any reason, HTe shall notify the superintendent of the school district of the student's last known address within thirty days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.
12. HTe will maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.

13. HTe maintains school-based staff and central staff to provide administrative services and support to HTe.
14. HTe shall comply with any applicable jurisdictional limitations to locations of its facilities. HTe serves grades K-5 on a non-District-owned site located at 2150 Cushing Road, San Diego, California. An effect of HTe is that some of the students enrolled there may have otherwise been required to attend the following non-charter public schools operated by the District, including Dewey Elementary, Ocean Beach Elementary, Loma Portal Elementary, Carson Elementary, Golden Hill K-8, or Garfield Elementary.
15. HTe shall comply with all laws establishing the minimum and maximum age for public school enrollment.
16. HTe shall comply with the Public Records Act.
17. HTe shall comply with the Family Educational Rights and Privacy Act.
18. The High Tech High Board shall comply with the Ralph M. Brown Act.
19. HTe shall meet or exceed the legally required minimum number of school days.
20. HTe will follow any and all applicable federal, state, and local laws and regulations, including any and all new requirements since the charter was granted on February 4, 2014, including, but not limited to, the following:
  - a. HTe provides emergency epinephrine auto-injectors to trained personnel who may use them to provide emergency medical aid to a student suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Education Code Section 49414.
  - b. HTe may provide emergency naloxone hydrochloride or other opioid antagonist to trained personnel to provide emergency medical aid to a student suffering, or reasonably believed to be suffering, from an opioid overdose. Education Code Section 49414.3.
  - c. The High Tech High Board, prior to taking final action, shall orally report a summary of recommendations for final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in Government Code Section 3511.1(d), during the open meeting in which the final action is to be taken. Government Code Section 54953.
  - d. If the High Tech High Board limits time for public comment at a meeting, it shall provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly the High Tech High Board. Government Code Section 54954.3.
  - e. HTe's admission, suspension, and expulsion procedures comply with federal and state constitutional and due process requirements. Education Code Section 47605.
  - f. The High Tech High Board adopted a student suicide prevention policy that was developed in consultation with HTe and community stakeholders, mental health professionals employed and/or contracted by HTe, and suicide prevention experts. The policy addresses procedures relating to suicide prevention, intervention, and postvention. Education Code Section 215.
  - g. HTe has posted the name and contact information for its Title IX Coordinator on the [www.hightechhigh.org](http://www.hightechhigh.org) website. Education Code Section 221.61.

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



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Larry Rosenstock  
Chief Executive Officer  
High Tech High Charter Schools

8/29/2018

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Date



## **Appendix A: Budget and Cash Flow**

**High Tech Elementary**  
**Projected Statement of Financial Activities**  
**CDS Code 37-68338-0131565**

|   | <b>2019</b><br><b>Adopted, equal to FY 17-18</b><br><b>Actuals</b><br><b>Equals FY 17-18 Actuals</b> | <b>2019</b><br><b>With Increase</b><br><b>Revised</b> | <b>2020</b>      | <b>2021</b>      | <b>2022</b>      |
|---|--|---|------------------|------------------|------------------|
| <b>NET ASSETS</b>                             |  |   |                  |                  |                  |
| <b>Support and Revenues</b>                   |  |   |                  |                  |                  |
| <u>Federal and State Support and Revenues</u> |  |   |                  |                  |                  |
| <u>Local Control Funding Formula</u>          |  |   |                  |                  |                  |
| 8011 LCFF, State Aid                          | 1,113,696  | 1,113,696   | 1,142,318        | 1,172,818        | 1,206,830        |
| 8022 LCFF, State Aid, Supplemental            | 303,216  | 303,216   | 311,009          | 319,313          | 328,573          |
| 8012 Education Protection Account             | 82,644   | 82,644  | 84,768           | 87,031           | 89,555           |
| 8096 Payments in Lieu of Property Taxes       | 2,068,272  | 2,068,272   | 2,121,427        | 2,178,069        | 2,241,233        |
| <u>Federal Revenues</u>                       |  |   |                  |                  |                  |
| 8100 ESSA, Title I, Part A                    | 71,324   | 71,324  | 71,324           | 71,324           | 71,324           |
| 8100 ESSA, Title II, Part A                   | 11,124   | 11,124  | 11,124           | 11,124           | 11,124           |
| 8181 Federal Special Education, IDEA          | 48,382   | 48,382  | 48,382           | 48,382           | 48,382           |
| <u>Other State Revenues</u>                   |  |   |                  |                  |                  |
| 8300 Mandate Block Grant                      | 6,570  | 6,570   | 6,739            | 6,919            | 7,120            |
| 8300 One-Time Funds for Mandate Claims        | 133,988  | 133,988   | -                | -                | -                |
| 8300 Other State Revenue                      | -  | -   | 10,000           | 10,000           | 10,000           |
| 8311 Special Education, AB 602                | 184,055  | 184,055   | 188,785          | 193,826          | 199,447          |
| 8560 Lottery Unrestricted                     | 60,330   | 60,330  | 60,330           | 60,330           | 60,330           |
| 8560 Lottery Restricted Prop 20               | 19,835   | 19,835  | 19,835           | 19,835           | 19,835           |
| Total Federal and State Support and Revenues  | 4,103,436  | 4,103,436   | 4,076,041        | 4,178,971        | 4,293,753        |
| <u>Local Support and Revenues</u>             |  |   |                  |                  |                  |
| 8590 Grants from Parent Association           | -  | -   | -                | -                | -                |
| 8600 Grants and Donations                     | 20,000   | 20,000  | 20,000           | 20,000           | 20,000           |
| 8617 Unrestricted Donations via Foundation    | 5,000  | 5,000   | 5,000            | 5,000            | 5,000            |
| 8621 Grant from HTHL                          | 76,269   | 76,269  | 170,000          | 160,000          | 140,000          |
| 8650 Restricted Grants                        | 73,594   | 73,594  | -                | -                | -                |
| 8902 Student Travel                           | 4,000  | 4,000   | 4,000            | 4,000            | 4,000            |
| 8930 Child Care Fees                          | 158,000  | 178,000   | 186,900          | 186,900          | 186,900          |
| 8970 Investment Income                        | 3,500  | 3,500   | 5,250            | 5,250            | 5,250            |
| 8980 Other Local Revenues                     | -  | -   | -                | -                | -                |
| Total Local Support and Revenues              | 340,363  | 360,363   | 391,150          | 381,150          | 361,150          |
| <b>Total Support and Revenues</b>             | <b>4,443,799</b>   | <b>4,463,799</b>                                      | <b>4,467,191</b> | <b>4,560,121</b> | <b>4,654,903</b> |
| <b>Expenses</b>                               |  |   |                  |                  |                  |
| Certificated Salaries                         |  |   |                  |                  |                  |
| Teachers Salaries                             | 1,612,085  | 1,612,085   | 1,628,206        | 1,660,770        | 1,693,985        |
| Pupil Support Salaries                        | 197,295  | 197,295   | 199,268          | 203,253          | 207,318          |
| Certificated Administrators                   | 103,429  | 103,429   | 104,463          | 106,552          | 108,683          |
| Other Certificated Salaries                   | 8,000  | 8,000   | 8,080            | 8,242            | 8,407            |
| <b>Total Certificated Salaries</b>            | <b>1,920,809</b>   | <b>1,920,809</b>                                      | <b>1,940,017</b> | <b>1,978,817</b> | <b>2,018,393</b> |
| Noncertificated Salaries                      |  |   |                  |                  |                  |

|   |                  |                  |                  |                  |                  |
|---|------------------|------------------|------------------|------------------|------------------|
| Classified Instructional Salaries         | 230,471          | 230,471          | 232,776          | 237,432          | 242,181          |
| Classified Support Salaries               | 118,258          | 118,258          | 119,441          | 121,830          | 124,267          |
| Clerical Salaries                         | 86,952           | 86,952           | 87,822           | 89,578           | 91,370           |
| <b>Total Noncertificated Salaries</b>     | <b>435,681</b>   | <b>435,681</b>   | <b>440,039</b>   | <b>448,840</b>   | <b>457,818</b>   |
| Employee Benefits                         |                  |                  |                  |                  |                  |
| STRS                                      | 288,691          | 288,691          | 332,453          | 380,403          | 402,780          |
| PERS                                      | 23,815           | 23,815           | 26,521           | 27,940           | 27,940           |
| OASDI/Medicare                            | 56,571           | 56,571           | 57,702           | 58,856           | 60,033           |
| Health and Welfare                        | 213,465          | 213,465          | 230,542          | 248,985          | 268,904          |
| Unemployment Insurance                    | 1,124            | 1,124            | 1,146            | 1,169            | 1,192            |
| Workers' Compensation                     | 30,148           | 30,148           | 30,751           | 31,366           | 31,993           |
| Other Employee Benefits                   | 5,625            | 5,625            | 5,738            | 5,853            | 5,970            |
| <b>Total Employee Benefits</b>            | <b>619,440</b>   | <b>619,439</b>   | <b>684,853</b>   | <b>754,572</b>   | <b>798,812</b>   |
| Books and Supplies                        |                  |                  |                  |                  |                  |
| Books and Reference Materials             | 5,000            | 5,000            | 5,000            | 5,000            | 5,000            |
| Materials and Supplies                    | 146,988          | 146,988          | 146,988          | 146,988          | 146,988          |
| <b>Total Books and Supplies</b>           | <b>151,988</b>   | <b>151,988</b>   | <b>151,988</b>   | <b>151,988</b>   | <b>151,988</b>   |
| Services and Other Operating              |                  |                  |                  |                  |                  |
| Travel and Conferences                    | 10,540           | 10,540           | 10,540           | 10,540           | 10,540           |
| Insurance                                 | 25,000           | 25,000           | 25,000           | 25,000           | 25,000           |
| Operations and Housekeeping               | 282,040          | 282,040          | 282,040          | 282,040          | 282,040          |
| Rentals, Leases, and Noncap Improve       | 380,000          | 380,000          | 380,000          | 380,000          | 380,000          |
| Prof/Consulting and Other                 | 545,168          | 545,168          | 517,910          | 492,015          | 492,015          |
| Communications                            | 17,000           | 17,000           | 17,000           | 17,000           | 17,000           |
| <b>Total Services and Other Operating</b> | <b>1,259,748</b> | <b>1,259,748</b> | <b>1,232,490</b> | <b>1,206,595</b> | <b>1,206,595</b> |
| <b>Total Expenses</b>                     | <b>4,387,666</b> | <b>4,387,665</b> | <b>4,449,387</b> | <b>4,540,812</b> | <b>4,633,606</b> |
| <b>CHANGE IN NET ASSETS</b>               |                  | 76,134           | 17,804           | 19,309           | 21,297           |
| Net Assets - Beginning                    |                  | 292,327          | 368,461          | 386,265          | 405,574          |
| <b>Net Assets - Ending</b>                |                  | <b>368,461</b>   | <b>386,265</b>   | <b>405,574</b>   | <b>426,871</b>   |

**Assumptions**

|   | 2019    | 2019    | 2020    | 2021    | 2022    |
|---|---------|---------|---------|---------|---------|
| Enrollment K-5  | 426     | 426     | 426     | 426     | 426     |
| Average Daily Attendance (ADA) %                          | 97%     | 97%     | 97%     | 97%     | 97%     |
| Average Daily Attendance                                  | 413.22  | 413.22  | 413.22  | 413.22  | 413.22  |
| SSC Education Funding COLA                                | 2.71%   | 2.71%   | 2.57%   | 2.67%   | 2.90%   |
| California Lottery - Unrestricted - Per ADA               | \$151   | \$151   | \$151   | \$151   | \$151   |
| California Lottery - Restricted - Per ADA                 | \$53    | \$53    | \$53    | \$53    | \$53    |
| Mandate Block Grant - Per ADA                             | \$15.90 | \$15.90 | \$16.75 | \$17.20 | \$17.79 |
| One-Time Discretionary Funds Per ADA                      | 344     | \$344   | \$0     | \$0     | \$0     |
| CalPERS Employer Rate                                     | 14.43%  | 18.06%  | 20.80%  | 23.80%  | 25.20%  |
| CalSTRS Employer Rate                                     | 15.53%  | 16.28%  | 18.13%  | 19.10%  | 19.10%  |
| Management Fee (based on total LCFF unrestricted revenue) |         | 5.00%   | 5.00%   | 5.00%   | 5.00%   |
| Consumer Price Index (for non-personnel expenditures)     |         | 2.00%   | 2.00%   | 2.00%   | 2.00%   |

**Total Expenditures**

[illegible]

[illegible]

## **Appendix B: Local Control and Accountability Plan 2018-19**



# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name             | Contact Name and Title | Email and Phone              |
|----------------------|------------------------|------------------------------|
| High Tech Elementary | Robin Rubenstein       | rrubenstein@hightechhigh.org |
|                      | Director               | (619) 564-6700               |

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

High Tech High (HTH) was founded in 2000 as a single high school focused on bringing together a socio-economically diverse group of learners who succeed in high school and postsecondary education. In seeking to disrupt the norm of increasingly socio-economically segregated schools across California, High Tech High seeks to realize equitable outcomes for all students. Each HTH school is intentionally integrated and diverse across a range of ethnicities, identities, social class backgrounds, and life experience.

Since opening, HTH has expanded to become a network of thirteen charter schools serving approximately 5,300 students in grades K-12 across three campuses in San Diego county. During the current school year, High Tech Elementary (HTe) served 403 students in grades K-5. The school is located in Point Loma, San Diego.

One of the four HTH design principles is a focus on equity. To achieve this goal, HTH utilizes a zip code based lottery system to ensure that all HTH schools are reflective of the community demographics of the region surrounding its campuses, and serve a significant percentage of low-income students. Moreover, HTH intentionally concentrates its recruitment efforts on low-income communities where college matriculation has traditionally been low. According to the CA Dashboard, 47.4% of HTe students qualified for free or reduced-price lunch, and English learners represented 16% of the HTe student population.

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.

?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.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

HTe is acutely focused on providing quality and innovative services to socioeconomically disadvantaged students, English learners, and foster youth during the full K-12 trajectory that provide access to college and eventually opportunities to work in STEM fields.

HTH seeks to provide a clearer vision to stakeholders of common initiatives to improve the K-12 pathway at HTH schools. Towards this goal, HTH has reduced the number of organization wide LCAP goals from eleven to six. In addition, HTH has developed an LCAP infographic that clearly articulates LCAP goals and related measures in an interactive and engaging package for stakeholders. This infographic incorporates a feedback mechanism whereby stakeholders can weigh in on current LCAP goals and measures to help HTH make subsequent changes to future LCAPs based on these responses

The six HTH LCAP goals below have been informed by insights from families, staff, students, and educational research with the intention of improving practices and services to support the academic and social-emotional growth of all students. This year each identified need section references relevant

academic research that supports the theory of action justifying the particular mix of actions and services.

HTH goals (CA statewide priorities)

- 1) Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection. (2,3,5,7,8)
- 2) Improve Student-Centered Instruction: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together. (2,4,5,7)
- 3) Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy. (5,6)
- 4) Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support. (4,5,6)
- 5) Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college. (4,7)
- 6) Maintain Basic Services (1)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

**Building Capacity and Data Infrastructure to Support Continuous Improvement**

HTH continues to develop Continuous Improvement capacity among staff members and build the data infrastructure to support this work. Through a partnership with the Center for Research on Equity and Innovation (CREI) at the High Tech High Graduate School for Education (HTH GSE) HTH staff members participated in college access, math, and literacy networked improvement communities (NIC). Each of these communities met for at least three full days during the current 17/18 school year. Participants used a continuous improvement methodology to get better at supporting college access and improving numeracy and literacy instruction. For the 18/19 school year, HTH plans to increase the number of teachers participating in the math and literacy improvement communities. This will be accomplished by having teachers participate in a NIC during three professional development days next year.

In addition, new HTH teachers participating in the High Tech High Teacher Center Induction program received training and coaching in a continuous improvement methodology. To date, ninety four teachers have participated in the induction program. With the support of a School Improvement Coach, teachers have worked in groups on topics such as supporting early literacy, co-teaching, and ensuring quality group-work. In addition six of our schools have received direct professional development from CREI in

using Continuous Improvement as a framework to support literacy, numeracy, emerging bilinguals, struggling students and other areas of focus. Nearly 60% of HTH staff has been engaged in an improvement project over the last three years.

A key element of Continuous Improvement work is the consistent use of learning cycles. HTH schools engage in learning cycles to determine whether a particular LCAP action or service is leading to the targeted improvement in student outcomes. To support the use of learning cycles, HTH has built an internal data dashboard with measures aligned to the HTH LCAP that is updated in real-time. This data dashboard provides HTH school leaders and teachers the necessary data to conclude whether a particular change is leading to the desired improvements in student outcomes. Furthermore, each measure can be disaggregated to ensure that improvements are being realized for each subgroup.

### English Learner Engagement at HTH

HTH is focused on supporting English Learners (EL) by nurturing a sense of belonging, cultivating language proficiency, and holistically supporting their academic achievement as described by LCAP goals two, three, and four. HTH EL coordinators have been working collaboratively at their school sites to provide appropriate supports for each EL student. To spread effective practices amongst EL coordinators, HTH has brought together all EL coordinators to generate consensus around their role, dig into problems of practice for supporting English Learners, share best practices, and examine the impact of current practices. One strategy that has emerged is the use of EL profiles as a communication tool between EL coordinators and classroom teachers. These profiles include some of the student's strengths, goals, and specific ELD standards to target.

Furthermore, HTH celebrates the results of a YouthTruth survey question where HTH English learners reported a high level of engagement in school. HTH ranked in the 97th percentile nationally for this level of engagement among English learners. HTH employs the YouthTruth student survey to gather school climate data on an annual basis. The YouthTruth survey utilizes research-validated questions and gives schools context for interpreting survey results by providing a national percentile ranking for each question.

### College Access

HTH has been focused on increasing the rate of FAFSA completion at HTH schools with the goal of increasing the number of HTH students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data also indicated that some socioeconomically disadvantaged students had not received a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTH schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant. HTH schools plan to continue this focus on FAFSA completion and Calgrant awardance as described by LCAP goal five.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for

which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

### Nurture a Culture of Belonging and Increase Support for Struggling Students to Reduce the Suspension rate

By analyzing longitudinal suspension data over the past five years HTe has identified reducing the suspension rate as an important goal. The LCFF evaluation rubric is currently red. HTe could improve by reducing the suspension rate for all subgroups. Current data from the 17/18 school year shows a 81% reduction in the number of suspensions from 42 to 8 at HTe as compared to May 22nd last year. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity.

HTH seeks to address this disproportionality in suspension rate at HTe by deepening restorative practices as described by LCAP goal three. In addition, an improved process to support struggling students as described in LCAP goal four represents a proactive way to address challenging behaviors before they escalate and require a disciplinary response. During this 17/18 school year, trained site leaders organized the implementation of Collaborative and Proactive Solutions (CPS), wherein students who demonstrated challenging behaviors worked together with teachers to create mutually agreeable solutions. Teachers noted improved relationships with students who consistently participated in these “Plan B” meetings, as well as reductions in the frequency and severity of challenging behavior.

HTH YouthTruth Data from the current 17/18 school year indicate that students believe discipline is fair and feel part of a community. HTH students rank at the 90th national percentile in response to the question: “Discipline is fair.” In addition, HTH students rank at the 91st national percentile in response to the question: “I feel part of this community.”

### Additional Support for English Learners

HTe is focused on supporting English Learners (EL) by nurturing a sense of belonging, cultivating language proficiency, and holistically supporting their academic achievement. English Learner progress is rated red for all students, which represents an area for significant growth. HTE will provide further professional development for staff focused on strategies to support English language learners, nurture a sense of belonging through the use of Restorative Practices and proactively support struggling students, as explained in LCAP goals two, three, and four.

### Improve Literacy Instruction + Increase Reading Interventions

The HTe CA dashboard shows English Language Arts scores as orange. HTH believes literacy achievement can be improved. HTH has increased focus on literacy instruction by providing additional professional development opportunities. Over the last two years, elementary and middle school teachers have attended literacy trainings facilitated by Teachers College, LLI, Wilson Foundations, and the Center for Research on Equity and Innovation (CREI) at High Tech High. HTH teachers are engaged in learning

cycles and collaborative lesson studies focused on high-leverage practices such as Readers and Writers workshop (which places a particular emphasis on “just in time” mini-lessons and conferring with individual students), guided reading, shared reading, close reading strategies to support analysis of non-fiction and primary source texts, and explicit vocabulary instruction. In addition, in connection with LCAP goal number 4, Increase Support for Struggling Students, HTH middle and high schools will be expanding their use of the Mindplay Virtual Reading Coach intervention - which targets fluency, comprehension and phonics - as a support for students far below grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

### CGI Math Instruction

Although achievement for math is rated green for all students, English Learners and socio-economically disadvantaged students are coded yellow, HTH believes math achievement could improve further, particularly at the elementary and middle school levels. As a result, HTH has increased focus on math instruction by implementing Cognitively Guided Instruction (CGI). CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem-solving abilities. CGI lessons use a “launch, explore, discuss” lesson structure that includes individual problem-solving, as well as whole class discussion of different problem-solving strategies students used to deepen connections and understanding of the underlying mathematical ideas.

Elementary and middle school teachers have received professional development in CGI facilitated by Dr. Jo Boaler, Debra Fuentes, and Dr. Stephanie Smith. For the 18/19 school year, HTH and the other HTH elementary schools plan to pilot end-of-year CGI-aligned assessments to provide data to teachers as they design their curriculum for next year. As described in more detail in LCAP goals three and four, further professional development with particular attention to math and literacy will occur, as well as further implementation of proactive structures such as Collaborative Problem Solving to lessen the impact of social, emotional, and behavioral challenges on academic progress.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

HTH plans to improve services for unduplicated students by providing additional supports to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth.

- 1) Increase and deepen the use restorative practices to reduce disciplinary incidents and cultivate a deeper sense of belonging amongst students
- 2) Additional services to address Chronic Absenteeism
- 3) Further implement a cohesive Collaborative and Proactive Solutions (CPS) to better provide the necessary academic and emotional services for struggling students
- 4) A continued focus on literacy and numeracy instruction with the goal of ensuring that all students receive necessary academic supports to make at least a year’s worth of academic growth.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION   | AMOUNT    |
|---|-----------|
| Total General Fund Budget Expenditures for LCAP Year  | 4,488,795 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | 3,447,688 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

HTE details the expenditure of all LCFF revenues for the 18/19 year in this LCAP. For more details on the expenditure of federal revenues please consult the LCAP federal addendum.

| DESCRIPTION                                 | AMOUNT    |
|---|-----------|
| Total Projected LCFF Revenues for LCAP Year | 3,447,688 |

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

|   |
|---|
| Reduce Chronic Absenteeism                            |
| State and/or Local Priorities addressed by this goal: |
| State Priorities: 5                                   |
| Local Priorities:                                     |

## Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| Rate of Chronic Absenteeism = 5.5%   | Rate of Chronic Absenteeism = 3.6% YTD   |
| Rate of Chronic Absenteeism Socio economically Disadvantaged Students = 6.8% | Rate of Chronic Absenteeism Socio economically Disadvantaged Students = 4.1% YTD |



| Expected              | Actual                |
|-----------------------|-----------------------|
| P2 Attendance = 96.1% | P2 Attendance = 96.2% |

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1  |  |                       |                               |
|---|--|-----------------------|-------------------------------|
| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| Work with school staff to implement chronic absenteeism intervention (change package) across all schools. | Combination of phone calls and meetings with families at certain thresholds. Ask families to explain reason for tardiness or absences each time. | 0                     | 0                             |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Combination of phone calls and meetings with families at certain thresholds. Ask families to explain reason for tardiness or absences each time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective. The rate of chronically absent students at HTe declined significantly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Goal 2

Restorative Practices to Reduce Suspensions

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Suspension Rate=4.5%

Suspension Rate= .67 % YTD

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

|  |   |       |       |
|--|---|-------|-------|
| Provide additional supports to implement RP at each site | Social-emotional coordinator received training from Dr. Ross Greene around CPS and restorative practices. | 70000 | 70000 |
|--|---|-------|-------|

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Social-emotional coordinator received training from Dr. Ross Greene around CPS and restorative practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective given the significant decrease in the suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Goal 3

|   |
|---|
| Improve outcomes for English Learners                 |
| State and/or Local Priorities addressed by this goal: |
| State Priorities: 4                                   |
| Local Priorities:                                     |

## Annual Measurable Outcomes

| Expected                             | Actual   |
|--------------------------------------|--|
| EL Reclassification Rate was pending | EL Reclassification Rate = 66.7% According to CA Dashboard |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1 | Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|----------|--------------------------|-------------------------|-----------------------|-------------------------------|
|----------|--------------------------|-------------------------|-----------------------|-------------------------------|

|   |  |             |             |
|---|--|-------------|-------------|
| <p>Provide additional academic supports and services for EL students.</p> | <p>The EL coordinator helped with the EL assessment process. There was professional development focused on determining how to best support EL students using the SST process and through the creation of individualized plans. In addition, HTe used the LLI reading intervention to support literacy development for EL students.</p> | <p>2000</p> | <p>2000</p> |
|---|--|-------------|-------------|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The EL coordinator helped with the EL assessment process. There was professional development focused on determining how to best support EL students using the SST process and through the creation of individualized plans. In addition, HTe used the LLI reading intervention to support literacy development for EL students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Somewhat Effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Additional emphasis on reading interventions and the development of individualized plans for EL students.



# Goal 4

|   |
|---|
| Improve Literacy Instruction                          |
| State and/or Local Priorities addressed by this goal: |
| State Priorities: 2, 4, 7                             |
| Local Priorities:                                     |

## Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| LCFF ELA Rubric = Pending  | LCFF ELA Rubric = Orange   |
| Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS =96% | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS =98% |
| Fountas & Pinnell Text Levels Assessment - % of students at grade level or making a years worth of growth = Pending            | Fountas & Pinnell Text Levels Assessment - % of students at grade level or making a years worth of growth = Pending            |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1   |  |                       |                               |
|--|--|-----------------------|-------------------------------|
| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
| Provide additional supports including PD to improve literacy instruction | Training and coaching in Wilson leveled reading intervention for all Kindergarten students. Used as an intervention for K-5. LLI used for grades K-5 . In addition, shared PD with HTex focused on Balanced Literacy | 5000                  | 5000                          |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Training and coaching in Foundations Wilson leveled reading intervention for all Kindergarten students. Used as an intervention for K-5. LLI used for grades K-5 . In addition, shared PD with HTex focused on Balanced Literacy. Two family collaborative meetings focused on CPS, CGI math, and literacy instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

More focus on integrating literacy instruction into projects

# Goal 5

|   |
|---|
| Improve Mathematics Instruction                       |
| State and/or Local Priorities addressed by this goal: |
| State Priorities: 2, 4, 7                             |
| Local Priorities:                                     |

## Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| LCFF Rubric Math = Pending  | LCFF Rubric Math = Green  |
| ST Math = Pending   | ST Math = Pending   |
| Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS = 96% | Student project exhibitions will include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS = 98% |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| HTH math teachers are participating in the PD experience MAIC which is a Mathematical Agency Improvement Community. In addition, instructional support is provided by a coach. | Many teachers participated in MAIC<br>Stephanie Smith visited 4-5 times, coaching the implementation of CGI<br>Professional development dedicated to math<br>Shared monthly PD with HTex includes examining math data with colleagues working in the same grade level. | None                  | None                          |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

|  |
|--|
| Many teachers participated in MAIC<br>Stephanie Smith visited 4-5 times, coaching the implementation of CGI<br>Professional development dedicated to math<br>Shared monthly PD with HTex includes examining math data with colleagues working in the same grade level. Two family collaborative meetings focused on CPS, CGI math, and literacy instruction. |
|--|

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

|            |
|------------|
| Effective. |
|------------|

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

|     |
|-----|
| N/A |
|-----|

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

|             |
|-------------|
| No changes. |
|-------------|

# Goal 6

|   |
|---|
| Improve Science Instruction                           |
| State and/or Local Priorities addressed by this goal: |
| State Priorities: 2, 4, 7                             |
| Local Priorities:                                     |

## Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| HTH science faculty exposed to at least one NGSS professional development opportunity - 67% | HTH science faculty exposed to at least one NGSS professional development opportunity - 76% |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1 | Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|----------|--------------------------|-------------------------|-----------------------|-------------------------------|
|----------|--------------------------|-------------------------|-----------------------|-------------------------------|

|  |  |   |   |
|--|--|---|---|
| Additional support for teachers to align NGSS with science instruction and projects. | Three teachers participating in NGSS lesson study. | 0 | 0 |
|--|--|---|---|



| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Three teachers participating in NGSS lesson study.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increase the number of science teachers participating in science lesson studies and other NGSS related professional development.

# Goal 7

Improve processes for responding to struggling students by implementing CPS model

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 7

Local Priorities:

## Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| Suspension Rate - 4.5%                               | Suspension Rate - .67%                                    |
| Number of students participating in CPS process - 25 | Number of students participating in CPS process - Pending |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1                 | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-----------------------|-------------------------------|
| Planned Actions/Services |                       |                               |

|  |   |        |        |
|--|---|--------|--------|
| Provide additional academic support to struggling students. Support is provided by academic coaches, student support teachers, an instructional coach and apprentice teachers. | Two staff members trained by Dr. Ross Greene on CPS. Full time dean works to facilitate and coordinate. Joined and participated in SST process. Two family collaborative meetings focused on CPS, CGI math, and literacy instruction. | 228618 | 228618 |
|--|---|--------|--------|

| Planned Actions/Services  | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| <h2>Analysis</h2> <p>Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.</p> <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> <p>Two staff members trained by Dr. Ross Greene on CPS. Full time dean works to facilitate and coordinate. Joined and participated in SST process. Two family collaborative meetings around CPS.</p> <p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p> <p>Effective. Decline in rate of suspensions compared to last year.</p> <p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> <p>N/A</p> <p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p> <p>No changes anticipated.</p> |                         |                       |                               |

# Goal 8

Support students in publicly presenting their learning to families and the broader community

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3

Local Priorities:

## Annual Measurable Outcomes

Expected

Percentage of HTH students participating each year in an exhibition, presentations of learning, and/or student-led conference - 100%

Actual

Percentage of HTH students participating each year in an exhibition, presentations of learning, and/or student-led conference - 100%

Percentage of HTH families attend an exhibition, presentations of learning, or student-led conference - 91%

Percentage of HTH families attend an exhibition, presentations of learning, or student-led conference - 90%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services  | Actual Actions/Services                             | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Spread best practices of having students publicly present their learning. | All HTe students publicly presented their learning. | 0                     | 0                             |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

|  |
|--|
| All HTe students publicly presented their learning.  |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.   |
| Very Effective   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  |
| N/A  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. |
| No changes anticipated.  |

# Goal 9

Increase College Access and Persistence

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

## Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| Percentage of HTH students in A-G approved coursework -96%      | Percentage of HTH students in A-G approved coursework -Pending      |
| Percentage of HTH students reporting enrolling in college - 95% | Percentage of HTH students reporting enrolling in college - Pending |
| Percentage of HTH SED students awarded a Calgrant - 70%         | Percentage of HTH SED students awarded a Calgrant - 64%             |

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



Action 1

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| Provide additional supports to students in completing FAFSA, college applications, SAT/ACT. | Provide additional supports to students in completing FAFSA, college applications, SAT/ACT. | 0                     | 0                             |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Provided additional supports to students in completing FAFSA, college applications, SAT/ACT.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Goal 10

Improve use of survey data to guide improvement efforts

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

## Annual Measurable Outcomes

Expected

Percentage of HTH teachers who have completed a process of analyzing student survey results - 40%

Actual

Percentage of HTH teachers who have completed a process of analyzing student survey results - 60%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

|   |  |   |   |
|---|--|---|---|
| Spread best practices of using student survey data to help teachers identify areas of growth in their instructional practice. | HTe is still focused on developing a student survey appropriate for the developmental stage of elementary school students. | 0 | 0 |
|---|--|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

HTex is still focused on developing a student survey appropriate for the developmental stage of elementary school students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Somewhat Effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

HTe plans to develop a student survey appropriate for the developmental stage of elementary school students.

# Goal 11

Maintain basic services

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

## Annual Measurable Outcomes

Expected

Percent of credential teachers - 100%

Percent of teachers with access to a budget to purchase instructional materials -100%

Percent of maintenance requests filled within a week - 75%

Actual

Percent of credential teachers - 100%

Percent of teachers with access to a budget to purchase instructional materials -100%

Percent of maintenance requests filled within a week - 75%

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action 1   |   |                       |                               |  |
|--|---|-----------------------|-------------------------------|--|
| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures | Estimated Actual Expenditures |  |
| Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning | Provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning | 3017432               | 3017432                       |  |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Provided highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Very Effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.



# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

HTe engages with stakeholders through family meetings, student and family surveys, and staff professional development each school year. HTH begins dialogue about the LCAP in the fall with a series of family meetings relating to the LCAP goals for that year. The process culminates in a winter/spring meeting where budgets and goals for the LCAP are discussed. Families are invited to attend these meetings through email, weekly newsletters, and phone calls many in Spanish were made by the family outreach coordinator.

At the HTe campus, in April, a community LCAP meeting took place. At this meeting, K-5 families learned about LCAP spending and the progress that was being made to achieve LCAP goals. Information about 17/18 LCAP goals, budget, and relevant aggregate student data was shared. Parents were invited to share their reactions to the data and identify needs to best support students for the 17/18 school year. Many of the families present spoke Spanish. To facilitate participation of all families, the slides as well as the presentation were translated into Spanish.

Additional input was gathered from various stakeholders including parents, students, and staff during multiple meetings with HTH school directors. LCAP data was gathered often and was discussed in regular meetings over the course of the year with school faculty.

The issues that were raised in those contexts helped drive the development of this year's goals. Student voice was included through the Youth Truth and other surveys, and through focus groups, and individual conversations with students. An additional source of family feedback was provided by the Youth Truth family survey which was administered at most HTH schools this year. The survey is another way to engage families about their experience at HTH and get ideas about how to better support students which will be implemented into LCAP plans moving forward.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After the input from parents, staff and students, some common themes emerged which were then incorporated into the goals and actions and services listed in our LCAP. Parents shared that they supported the plans outlined for the 18/19 year and agree with the way the school is currently allocating funds. Families identified the highest priorities as supporting struggling students particularly in literacy development.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 1

Ensure High Quality Work: HTH students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 7, 8

Local Priorities:

Identified Need:

HTH seeks to create a culture of craftsmanship where students produce high quality work that is meaningful both to learners and to the broader community. This work invites families and community members to engage with student learning and allows students the opportunity to present their work to an authentic audience.

Furthermore, HTH recognizes a need to engage families in the life of the school with a particular focus on families of socioeconomically disadvantaged students, EL, and foster youth. For this reason, HTe will continue to provide ongoing opportunities for families to engage with student work through exhibition and student-led conferences and connect meaningfully with school leadership through periodic coffee-and-conversation events. “When schools use effective family engagement practices, students in those schools were ten times more likely to improve their mathematics performance and four times more likely to improve their reading performance than students attending schools that did not implement meaningful engagement practices” (Wood & Bauman, 2017). Deeper engagement by HTe families is likely to feed a virtuous cycle of improved academic outcomes and higher quality student work.

Wood, L., & Bauman, E. (2017, February). Retrieved May 11, 2018, from <https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf>

Expected Annual Measureable Outcomes

| Metric/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------|----------|---------|---------|---------|
|-------------------|----------|---------|---------|---------|

|   |     |  |     |     |
|---|-----|--|-----|-----|
| % of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS.   | 98% |  | 98% | 98% |
| Percentage of HTH families attending an exhibition, presentations of learning, or student-led conference.                         | 90% |  | 91% | 92% |
| Youth Truth Family Survey National Percentile Ranking: "I would recommend my school to parents seeking a school for their child." | 68% |  | 69% | 70% |

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Youth Truth Family Survey National Percentile Ranking: "I understand my school's goals." | 83%      |         | 83%     | 83%     |

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served

#### Location(s)

|              |             |
|--------------|-------------|
| All Students | All Schools |
|--------------|-------------|

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served

#### Scope of Services:

#### Location(s)

|     |     |     |
|-----|-----|-----|
| N/A | N/A | N/A |
|-----|-----|-----|

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19  | Select from New, Modified, or Unchanged for 2019-20 |
|---|--|---|
| New   | New  | Unchanged   |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services   | 2019-20 Actions/Services                            |
|   | Continue to host biannual exhibitions and invite community members to participate. In addition, HTH schools will continue to convene student led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and Social Emotional Learning (SEL) growth, and goals for the rest of the school year. |   |

**Budgeted Expenditures**

| Year   | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount |         | 0       |         |
| Source |         | N/A     |         |

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Budget Reference |         | N/A     |         |

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 2

Improve Student-Centered Instruction: HTH teachers design classroom instruction that provide access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 4, 5, 7

**Local Priorities:**

### Identified Need:

HTH seeks to deepen student centered instruction in literacy, numeracy, and science with a particular emphasis on utilizing strategies that support the academic success of EL students. This particular focus on literacy, numeracy, is motivated by the CA dashboard where ELA and math indicators indicate an opportunity for growth particularly for socioeconomically disadvantaged and EL students. An additional three days of professional development either focused on literacy, numeracy, and science instruction is planned for the 18/19 school year with a special focus on incorporating strategies that support EL students.

One strategy that HTH intends to implement to support EL students is explicit vocabulary instruction. In a paper titled Effective Instruction for English Learners the authors argue that: “As many studies attest, vocabulary is the first important step toward and, indeed, the foundation of, school success for English learners and other students” (Calderon et al, 2011). For this reason, incorporating more explicit vocabulary instruction is one of the high leverage change ideas to be developed and later implemented by the literacy group during these professional development days.



More broadly, HTH plans to employ instructional strategies that are aligned with a student centered approach. For example, HTH has chosen to implement a Cognitively Guided Instruction (CGI) math instructional model because CGI is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students’ problem solving abilities. Like CGI, each instructional strategy fits the Student Centered Learning Model developed by Jobs for the Future. This model describes the following characteristics as key to students centered practice: learning is personalized, competency based, takes place anytime/anywhere, and students exert ownership over their learning. This model brings together research from various fields including the learning sciences to argue that an emphasis on student centered practices or deeper learning leads to “the knowledge, skills, and dispositions to succeed in college, career, and civic life.” (Students at the center, 2014) This research finding that a student centered approach enhances college readiness and capacity informs the focus of this LCAP goal on student centered instruction.

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective Instruction for English Learners. The Future of Children. Retrieved May 11, 2018, from <https://files.eric.ed.gov/fulltext/EJ920369.pdf>.

Students at the center initiative overview. (n.d.). Retrieved May 11, 2018, from <http://www.jff.org/sites/default/files/initiatives/files/SATC-One-Page-050817.pdf>

Expected Annual Measureable Outcomes

| Metrics/Indicators                    | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|----------|---------|---------|---------|
| English Learner Status (CA Dashboard) | 67%      |         | 68%     | 69%     |
| LCFF Rubric ELA (K-8) indicator       | Orange   |         | Yellow  | Green   |

| Metrics/Indicators  | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Fountas & Pinnell Text Levels Assessment - % of students meeting end of year grade level benchmark or a years worth of growth | 70%      |         | 71%     | 72%     |
|   |          |         |         |         |
|   |          |         |         |         |
|   |          |         |         |         |
| LCFF Rubric math indicator  | Green    |         | Green   | Green   |
| CGI Math Assessment   | Pending  |         | Pending | Pending |
| % of HTH science faculty exposed to at least one NGSS professional development opportunity                                    | 76%      |         | 77%     | 78%     |
|   |          |         |         |         |
|   |          |         |         |         |
|   |          |         |         |         |

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served                      | Scope of Services: | Location(s) |
|--|--------------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide         | All Schools |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | New   | New   |

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services   |
|--------------------------|--|--|
|                          | Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide an instructional | Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide an instructional |

coach to improve literacy instruction at HTe.

coach to improve literacy instruction at HTe.

Budgeted Expenditures

| Year             | 2017-18      | 2018-19      | 2019-20      |
|------------------|--------------|--------------|--------------|
| Amount           | 90,000       | 90,000       | 90,000       |
| Source           | 0900         | 0900         | 0900         |
| Budget Reference | Supplemental | Supplemental | Supplemental |

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served                      | Scope of Services: | Location(s) |
|--|--------------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide         | All Schools |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19   | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | New   | Unchanged   |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services  | 2019-20 Actions/Services                            |
|   | Provide professional learning experiences aligned with CGI math instruction for teachers. Provide additional supports to improve math instruction at HTe. |   |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount           |         | 0       |         |
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

|     |     |
|-----|-----|
| N/A | N/A |
|-----|-----|

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

|  |            |             |
|--|------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |
|--|------------|-------------|

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

|  |     |           |
|--|-----|-----------|
|  | New | Unchanged |
|--|-----|-----------|

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

|  |   |  |
|--|---|--|
|  | Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating services and the reclassification process. |  |
|--|---|--|

Budgeted Expenditures

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount           |         | 0       |         |
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 3

Nurture a Culture of Belonging: HTH schools create safe, inclusive environments where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 5, 6

**Local Priorities:**

**Identified Need:**

According to the California Dashboard, HTe has a high suspension rate, and is coded red. HTe is committed to reducing suspensions.

To proactively avoid negative behaviors that result in suspensions, HTH is focused on further developing a culture of belonging. To achieve this goal, HTH teachers practice a learner-centered, inclusive approach that supports student wellness and challenges each student. All 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 lifelong learners, who have agency in their learning and achievement.

Structures such as morning and closing meeting, and an emphasis on productive group work contribute to a sense of belonging among, students, as



well as an atmosphere of safety and collaboration. Data from the nationally-normed YouthTruth survey indicates HTH students are in the 89th percentile nationally in their agreement with the statement, “I feel a part of this community.” HTH students’ agreement with the statement, “Discipline is fair” is in the 87th national percentile. Since research suggests that “restorative justice is a useful method of keeping students in school while promoting positive relationships,” (Owen, Wettach, and Hoffman, 2015) HTH seeks to use restorative practices to reduce the rate of suspensions while supporting the development of a nurturing school community.

Owen, Jenni, Jane Wattach, and Katie Claire Hoffman. (2015). Instead of Suspension: Alternative Strategies for Effective School Discipline. Duke Center for Child and Family Policy and Children’s Law Clinic. Accessed May 7, 2018  
[https://law.duke.edu/childlaw/schooldiscipline/downloads/instead\\_of\\_suspension.pdf](https://law.duke.edu/childlaw/schooldiscipline/downloads/instead_of_suspension.pdf)

Expected Annual Measureable Outcomes

| Metrics/Indicators                       | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Rate of chronic absenteeism              | 5.6%     |         | 4.5%    | 4.2%    |
| Rate of chronic absenteeism SED students | 7%       |         | 6.6%    | 6%      |
| P2 Attendance                            | 96%      |         | 96%     | 96%     |
| Suspension rate                          | 5.2%     |         | 4.5%    | 3.8%    |

| Metrics/Indicators                    | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|----------|---------|---------|---------|
| Suspension Rate<br>SED Students       | 2.5%     |         | 2.3%    | 2.1%    |
| Elementary Student<br>Survey Question | Pending  |         | Pending | Pending |

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

|     |  |     |
|-----|--|-----|
| N/A |  | N/A |
|-----|--|-----|

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

|  |            |             |
|--|------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |
|--|------------|-------------|

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19  | Select from New, Modified, or Unchanged for 2019-20 |
|---|--|---|
|   | New  | Unchanged   |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services   | 2019-20 Actions/Services                            |
|   | Implement restorative practices, and support the development and maintenance of a happy, healthy, student community. |   |

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount           |         | 0       |         |
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served                      | Scope of Services: | Location(s) |
|--|--------------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide         | All Schools |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | New   | Unchanged   |

| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services |
|--------------------------|---|--------------------------|
|                          | Provide ongoing professional development opportunities on 3 all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices |                          |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
|------|---------|---------|---------|

|                  |     |  |
|------------------|-----|--|
| Amount           | 0   |  |
| Source           | N/A |  |
| Budget Reference | N/A |  |

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

|     |     |
|-----|-----|
| N/A | N/A |
|-----|-----|

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

|  |            |             |
|--|------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |
|--|------------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

|  |     |           |
|--|-----|-----------|
|  | New | Unchanged |
|--|-----|-----------|

| 2017-18 Actions/Services | 2018-19 Actions/Services  | 2019-20 Actions/Services |
|--------------------------|---|--------------------------|
|                          | Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH |                          |

Budgeted Expenditures

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount           |         | 0       |         |
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| All Students          | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Scope of Services: | Location(s) |
|-----------------------|--------------------|-------------|
| N/A                   | N/A                | N/A         |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | New   | Unchanged   |

2017-18 Actions/Services

|  |
|--|
|  |
|--|

2018-19 Actions/Services

|   |
|---|
| Develop a physically and emotionally supportive environment that incorporates wellness, structured time for physical activity and play, and increased participation in outdoor recreation |
|---|

2019-20 Actions/Services

|  |
|--|
|  |
|--|

Budgeted Expenditures

| Year   | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount |         | 0       |         |

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |



(Select from New Goal, Modified Goal, or Unchanged Goal)

New

# Goal 4

Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6

Local Priorities:

## Identified Need:

HTH recognizes that some students encounter difficulties that hinder their success in school, and that early and deliberate intervention can help increase both student achievement and likelihood of graduation. Academic, social-emotional, behavioral difficulties, and inconsistent attendance all contribute to a student's challenges in school. For this reason, HTH seeks to incorporate/strengthen supports for students that address needs in all these areas. Broader research demonstrates that unaddressed skill gaps in academic and social-emotional areas negatively impact the trajectory of some subgroups more significantly than their peers. Socio-economically disadvantaged students and students of color are disproportionately represented in groups of chronically absent students and those receiving disciplinary referrals, suspensions, and referrals to be assessed for special education services. Understanding this reality, HTH strives to improve and sustain supports most likely to affect these groups. For example, HTH schools have begun to implement the CPS model developed by Dr. Ross Greene to proactively meet the needs of struggling students. Students demonstrating challenging behaviors work with teachers create mutually agreeable solutions using a protocol called a "Plan B". During the 17-18 school year, teachers noted improved relationships with students who consistently participated in these "Plan B" meetings, as well as reductions in the frequency and severity of challenging behavior.

Expected Annual Measureable Outcomes

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Number of Plan B / ALSUP meetings taking place across HTH schools    | Pending  |         | Pending | Pending |
|  |          |         |         |         |
| Number of students receiving Foundations or LLI reading intervention | Pending  |         | Pending | Pending |
|  |          |         |         |         |

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| <b>Students to be Served</b>                        | <b>Scope of Services:</b>  | <b>Location(s)</b>   |
|---|--|--|
| English Learners, Foster Youth, Low Income          | Schoolwide   | All Schools  |
| <b>Actions/Services</b>                             |  |  |
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19  | Select from New, Modified, or Unchanged for 2019-20  |
|   | New  | Unchanged  |
| <b>2017-18 Actions/Services</b>                     | <b>2018-19 Actions/Services</b>  | <b>2019-20 Actions/Services</b>  |
|   | Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having behavioral challenges that are affecting their learning. | Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having behavioral challenges that are affecting their learning. |

## Budgeted Expenditures

| <b>Year</b>   | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> |
|---------------|----------------|----------------|----------------|
| <b>Amount</b> |                | 0              |                |

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Source           |         | N/A     |         |
| Budget Reference |         | N/A     |         |

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served                      | Scope of Services: | Location(s) |
|--|--------------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide         | All Schools |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | New   | Unchanged   |

| 2017-18 Actions/Services | 2018-19 Actions/Services   | 2019-20 Actions/Services   |
|--------------------------|--|--|
|                          | Academic coaches and apprentice teachers provide additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions. | Academic coaches and apprentice teachers provide additional academic support to identified students. |

Budgeted Expenditures

| Year             | 2017-18 | 2018-19      | 2019-20 |
|------------------|---------|--------------|---------|
| Amount           |         | 213,217      |         |
| Source           |         | 0900         |         |
| Budget Reference |         | Supplemental |         |

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | Location(s) |
|-----------------------|-------------|
| N/A                   | N/A         |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served                      | Scope of Services: | Location(s) |
|--|--------------------|-------------|
| English Learners, Foster Youth, Low Income | Schoolwide         | All Schools |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
|   | Modified  | Unchanged   |

**2017-18 Actions/Services**

|  |   |                          |
|--|---|--------------------------|
|  | 2018-19 Actions/Services  | 2019-20 Actions/Services |
|  | Work with school staff to implement chronic absenteeism intervention (change package) across all schools. |                          |

**Budgeted Expenditures**

| Year   | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount |         | 0       |         |
| Source |         | N/A     |         |

| Year             | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Budget Reference |         | N/A     |         |

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 5

Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities:

### Identified Need:

HTH is particularly focused on increasing the rate at which HTH students attend and graduate from college. HTH seeks to increase the number of socioeconomically disadvantaged and EL students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields. To achieve these goals, HTH supports students finding an opportune college match by providing dedicated college counseling staff at each HTH high school. A recent study by Ben Castleman and Joshua Goodman indicates that high quality college counseling can lead to an improvement in college match for low-income students. “The study found that those students who received the counseling were more likely -- by 52 percentage points -- to enroll in one of the program's recommended colleges. Further, they were less likely to enroll at community colleges and at four-year colleges that were not recommended by the program.” (Jaschik, 2018) In addition, HTH has increased the number of students concurrently enrolled with community college partners in English and math course work with the goal of reducing the number of HTH alumni enrolled in remedial coursework. Finally, HTH seeks to reduce the rate of summer melt where HTH seniors who reported plans to attend college fail to enroll in college the fall after their senior year.

Jaschik, S. (2018). The Power of College Counseling. Inside Higher Ed. Retrieved May 11, 2018, from



<https://www.insidehighered.com/admissions/article/2018/01/08/study-tracks-impact-intensive-college-counseling-low-income-students>.

**Expected Annual Measureable Outcomes**

| Metrics/Indicators  | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Percentage of HTH students reporting enrolling in college | 95%      | 96.4%   | 96.8%   | 97%     |

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 6

Maintain Basic Services

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

### Identified Need:

HTH is aware of the research indicating that unequal distribution of qualified teachers has been a contributing factor to the achievement gap, and socio-economically disadvantaged students disproportionately experience less access to quality learning materials (Darling-Hammond, 2001; Loschert, 2015). For this reason, HTH works to ensure that all HTH teachers will be credentialed or currently enrolled in an intern credentialing program. Furthermore, all students will have access to necessary instructional materials that support rich projects, informed by the Common Core State Standards and Next Generation Science Standards. In addition, by not offering tracked classroom, HTH schools avoid having specific subgroups overrepresented in classrooms with novice teachers.

HTH is committed to maintaining the physical infrastructure of school buildings so as to provide an environment conducive to student learning. In addition, HTH pursues environmentally friendly building practices that have been recognized through the awardance of LEED certified status for several school buildings.

Darling-Hammond, Linda. (2001). Inequality in Teaching and Schooling: How Opportunity is Rationed to Students of Color in America. Smedley BD, Stith AY, Colburn L, et al.;The Right Thing to Do, The Smart Thing to Do: Enhancing Diversity in the Health Professions: Summary of the Symposium on Diversity in Health Professions in Honor of Herbert W.Nickens, M.D. Institute of Medicine (US). Washington (DC): National Academies Press (US). Accessed May 7, 2018 <https://www.ncbi.nlm.nih.gov/books/NBK223640/>

Loschert, Kristen. (Aug 4, 2015). Teacher Quality Gaps: New Studies Reveal Wide Disparities in Student Access to High-Quality Teachers. Alliance for Excellent Education. Vol (15). Accessed May 7, 2018 <https://all4ed.org/articles/teacher-quality-gaps-new-studies-reveal-wide-disparities-in-student-access-to-high-quality-teachers/>

Expected Annual Measureable Outcomes

| Metrics/Indicators  | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Percent of credentialed teachers  | 100%     | 100%    | 100%    | 100%    |
| Percent of teachers with access to a budget to purchase instructional materials | 100%     | 100%    | 100%    | 100%    |

|  |     |     |     |     |
|--|-----|-----|-----|-----|
| Percent of maintenance requests filled within a week | 75% | 75% | 76% | 77% |
|--|-----|-----|-----|-----|

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

|              |  |             |
|--------------|--|-------------|
| All Students |  | All Schools |
|--------------|--|-------------|

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

|     |     |     |
|-----|-----|-----|
| N/A | N/A | N/A |
|-----|-----|-----|

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18  |  | Select from New, Modified, or Unchanged for 2018-19  |  | Select from New, Modified, or Unchanged for 2019-20 |  |
|--|--|--|--|---|--|
| New  |  | Modified   |  | Unchanged   |  |
| 2017-18 Actions/Services   |  | 2018-19 Actions/Services   |  | 2019-20 Actions/Services                            |  |
| Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning |  | Provide highly quality credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning |  |   |  |

Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20 |
|------------------|-----------|-----------|---------|
| Amount           | 3,264,607 | 3,343,177 |         |
| Source           | 1000      | 1000      |         |
| Budget Reference | LCFF Base | LCFF Base |         |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| 251,195  | 7.86%                                      |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

HTE is focused on improving existing services and directing additional services to best serve low income, English learners, and foster youth. In some cases, HTE is making expenditures to provide services that only serve unduplicated students. In other cases, HTE plans to improve and provide additional services to address challenges disproportionately effecting low income, English learners, and foster youth.

Services directed solely at low income, English learners, and foster youth

English Learner Supports

HTH is investing in an EL coordinator at each site to provide additional services and supports to English learners. These faculty members lead PD related to English learning, support teachers in employing strategies to support ELs, and track the progress of EL's to ensure they are making academic growth. In addition, EL coordinators facilitate vocabulary and reading support for English learners.

Services to address challenges disproportionately affecting low income, English learners, and foster youth RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging amongst students

HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTH. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. Ordway (2016) found that suspensions undermined the development of math and literacy competencies: “Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not” (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belongingness and academic support/continuity. Toward this goal, HTH started the process of implementing Restorative Practices (RP) at HTH schools over the last two years.

#### Additional services to address Chronic Absenteeism

The academic literature indicates that 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 and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (“NAEP”) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

By implementing a chronic absenteeism intervention at two HTH schools the overall rate of chronic absenteeism at HTH schools has decreased over the last two years. During the 2014-15 year, HTH piloted a chronic absenteeism intervention at HTHNC that has proven to be effective. This intervention spread to an additional two schools during the 15-16 school year, where we have also seen significant improvement.

An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let the family know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and clear obstacles getting in the way of school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff sometimes implement an informal contract indicating that course credit may be lost if students are absent a specific number of additional times.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: “positive messaging, actionable data, capacity building, and shared accountability”. By implementing this intervention HTH was able to reduce the rate of chronic absenteeism at the three participating schools by up to 85% which was statistically significant at the  $p < .0001$  level. HTH seeks to spread this chronic

absenteeism intervention to HTe. By implementing this effective chronic absenteeism

intervention across each HTH school the number of students chronically absent each year will decline. HTH low income students are greater than 30% more likely to be chronically absent as compared to all HTH students. However, after implementing this intervention, gaps in chronic absenteeism by income were reduced or eliminated. Being chronically absent leads to worse academic outcomes so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student HTH aspires to develop a deep sense of belongingness amongst each student and family. HTe provides these services and seeks to reduce the rate of chronic absenteeism by providing community outreach, administrative support, and providing a bus pass for low income students where appropriate.

CPS model to address challenging behaviors by providing additional emotional and academic supports

HTe seeks to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Professor Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the necessary socio-emotional and cognitive skills to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in *Lost At School*, “The first step in helping a challenging kid is to identify the skills he’s lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP” (Greene, P. 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified the most appropriate intervention for the student to support the development of the necessary skills can be implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive non punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol: “Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties’ concerns are addressed and the problem gets solved” (Greene, P. 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).



The HTH version of the CPS model would emphasize the implementation of the appropriate intervention based on the need of the student. In addition, each CPS team, comprised of a student, their teachers, academic coaches, would meet on a recurring basis to assess the effectiveness of any intervention and develop an updated plan based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support HTe proposes to use LCAP to fund a combination of academic coaches, apprentice teachers, instructional coaches, and student support teachers.

## LCAP Year: 2018-19

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| 303,217  | 9.29%                                      |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

HTe is focused on improving existing services and directing additional services to best serve socioeconomically disadvantaged students, English learners, and foster youth. In some cases, HTe is making expenditures to provide services that only serve unduplicated students. In other cases, HTe plans to improve and provide additional services to address challenges disproportionately affecting socioeconomically disadvantaged students, English learners, and foster youth.

Services directed solely at socioeconomically disadvantaged, English learners, and foster youth

## English Learner Supports

HTe is investing in an EL coordinator to provide additional services and supports to English learners. Each EL coordinator helps develop professional development focused on instructional strategies that best support EL students. At times they provide coaching to teachers on how to best employ instructional strategies to support ELs. In addition, they track the progress of ELs to ensure they are making academic growth. Finally, EL coordinators work individually with specific EL students to facilitate vocabulary and reading growth.

Services to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, and foster youth

RP services to reduce disciplinary incidents and cultivate a deeper sense of belonging among students

HTH has identified a higher suspension rate amongst young men of color as compared to the overall HTH suspension rate. The academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign current disciplinary practices at HTH schools. Suspensions can negatively impact academic achievement according to a research summary produced by the Harvard Kennedy school. Ordway (2016) found that suspensions undermined the development of math and literacy competencies. "Students who had been suspended earned significantly lower scores in math and reading on end-of-year exams. Students with a propensity to be suspended did worse on the exam during the years they were suspended than during years they were not" (Ordway, 2016). HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. Toward this goal, HTH started the process of implementing Restorative Practices at HTH schools over the last three years. HTH proposes to use LCAP supplemental to fund the position of a social emotional coordinator to deepen this implementation of RP as an alternative to traditional disciplinary practices.

Ordway, D. (2016, February 23). Student suspension from school: Impact on academic achievement by race. Retrieved May 11, 2018, from <https://journalistsresource.org/studies/society/education/race-school-suspension-academic-achievement>

## Additional services to address Chronic Absenteeism

The academic literature indicates that chronic absenteeism matters to school performance. For example, frequent absences in kindergarten have been found to be predictive of lower achievement on test scores in fifth grade and lower likelihood of reading proficiency by the end of third grade (Balfanz, Byrnes, 2012). Chronic absenteeism has also been found to predict lower National Assessment of Educational Progress (NAEP) scores, dropping out of high school, and lower rates of college persistence (Buehler, Tapogna, Chang, 2012).

All 13 HTH schools are implementing a chronic absenteeism intervention. Across the organization, socioeconomically disadvantaged students are chronically absent at a rate of 7.6%, which is lower than the statewide average of 10.8% for all students.

The intervention, parts of which have been automated to make the process more consistent across the system, includes the following:

1. HTH generates weekly a report from PowerSchool showing which students currently qualify as chronically absent. This is automatically sent to all site managers, directors and deans.
2. For students who have been absent five times, a letter is sent home noting the number of absences and emphasizing the importance of school attendance.
3. For students who have been absent ten times, a similar letter is sent home with an additional request for a meeting between the family, student, and dean or director.
4. The site manager phones home to set up a time for that meeting. Letters and requests for meetings continue to occur at the same intervals previously shared.

An important aspect of the meetings is that it is not intended to be a punitive conversation. The purpose of the meeting is to let families know that the school has noticed that the student has been frequently absent, to communicate the importance of school attendance, and to identify and mitigate obstacles to consistent school attendance. For example, one school purchased a bus pass for a family to help with transportation challenges. When students reach high levels of absences, staff may implement an attendance contract indicating that course credit may be lost if students miss a designated number of classes.

This chronic absenteeism intervention emphasizes the key ingredients for systemic change according to Attendance Works, which include: “positive messaging, actionable data, capacity building, and shared accountability.”

Being chronically absent leads to worse academic outcomes, so addressing this disparity within HTH schools will serve to support the academic growth of the most vulnerable HTH students. In addition, by emphasizing a non-punitive approach that sees families as partners in the academic success of each student, HTH aspires to develop a deep sense of belonging among each student and family. HTH provides these services and seeks to reduce the rate of chronic absenteeism by funding a community outreach coordinator, administrative aide, and providing bus passes for socioeconomically disadvantaged students.

Buehler, M. H., Taponga, J., & Chang, H. N. (2012). Why Being in School Matters: Chronic Absenteeism in Oregon Public Schools.

Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins

University Center for Social Organization of Schools.

Home. (n.d.). Retrieved from <http://www.attendanceworks.org/>

CPS model to address challenging behaviors by providing additional emotional and academic supports

HTe schools seek to proactively intervene to support the most vulnerable HTH students who are struggling academically and displaying challenging behaviors in core academic classes. By adopting the research-based Collaborative and Proactive Solutions (CPS) model developed by Dr. Ross Greene, HTH hopes to more quickly and effectively intervene to support students who are struggling, thereby avoiding situations that escalate and result in suspension.

The CPS model assumes that all students do well when they can, which is to say when they have the social, emotional, and cognitive skills necessary to engage in academic coursework. When students engage in challenging behaviors, teachers and schools have an opportunity to intervene collaboratively with the student before the situation escalates. Greene explains in *Lost At School*, “The first step in helping a challenging kid is to identify the skills he’s lacking and the problems that are precipitating his challenging moments, and this is best accomplished by having relevant adults use the ALSUP” (Greene, 41). Using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) allows for the identification of the skills that a student needs to develop to avoid problematic behaviors. Once these lagging skills have been identified, the most appropriate interventions for the student to support the development of the necessary skills can be implemented.

This understanding of the lagging skills and unsolved problem, as well as the necessary interventions, create the foundation for a proactive, non-punitive solution. This collaborative process of generating a solution is facilitated using the plan B protocol. “Plan B helps adults and kids work together, as partners, towards mutually satisfactory solutions so that both parties’ concerns are addressed and the problem gets solved” (Greene, 57). The CPS model involving the ALSUP and Plan B has been implemented in public schools throughout the state of Maine and has led to significant reduction in the use of suspension (Greene, 2014).

The HTH version of the CPS model emphasizes building a supportive relationship with the student and seeking to identify factors contributing to a student’s difficulty which might not be easily apparent. Staff uses students’ insights about their difficulties and the contexts in which they occur, and focus on addressing one problem at a time. Progress is celebrated, and students begin to see themselves as capable of solving problems that are

affecting them. Teachers often gain useful context about issues contributing to a child's challenges, and often are able to make adjustments to their instruction, or behavioral management strategies that better suit a student's particular needs. Throughout this process, the relationship between the teacher and student is strengthened, which contributes to increased engagement. Each CPS team, comprised of a student, their teacher(s), and a trained CPS facilitator meet on a recurring basis to assess the effectiveness of implemented interventions and develop updated plans based on data.

The CPS model is designed to support the most vulnerable HTH students who often struggle academically and display challenging behaviors. By implementing a consistent non-punitive structure to provide appropriate interventions, HTH anticipates a reduction in the suspension rate as well as an increase in academic outcomes for the most vulnerable HTH students. To provide additional academic support, HTe proposes to use LCAP supplemental to fund academic coaches, apprentice teachers, and student support teachers.

Greene, R. W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

Additional services to ensure students complete the FAFSA and are awarded a Calgrant

This year HTH has been focused on increasing the rate of FAFSA completion at HTe schools with the goal of increasing the number of HTe students awarded a Calgrant. In completing a longitudinal analysis of data from the California Student Aid Commission (CSAC) and HTH College Clearinghouse records, HTH noted that socioeconomically disadvantaged graduates of High Tech High awarded a Calgrant were more than twice as likely to graduate from college within six years as compared to socioeconomically disadvantaged HTH graduates who didn't receive a Calgrant.

The data indicated that some HTH students didn't receive a Calgrant in earlier years because they didn't complete the FAFSA. This insight has led HTe schools to focus on increasing FAFSA completion. According to CSAC data for the 17/18 school year, 77% of HTH seniors completed FAFSA as compared to 53% of seniors in California. In addition, 64% of socioeconomically disadvantaged HTH students were awarded a Calgrant. To provide college going support HTe proposes to use LCAP to fund additional college advising services.

## **Appendix C: Articles of Incorporation**

## RESTATED

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

## ARTICLES OF INCORPORATION

FEB 07 2011

## OF

## HIGH TECH HIGH

The undersigned certify that:

1. They are the President and Secretary, respectively, of High Tech High, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated as follows:

## I

The name of the Corporation is High Tech High.

## II

A. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of the Corporation are:

- (1) to manage, operate, guide, direct and promote public charter schools; and
- (2) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with the Corporation's general and specific purposes.

## III

A. The Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended (the "Internal Revenue Code"), and Section 214 of the California Revenue and Taxation Code.

B. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future law of the United States Internal Revenue Service); and (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future law of the United States Internal Revenue Service).

#### IV

A. The property of the Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by California Revenue and Taxation Code Section 214, and no part of the net income or assets of the Corporation shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

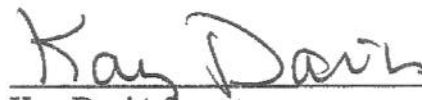
B. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable and educational purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and satisfies the requirements of California Revenue and Taxation Code Section 214.

3. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the Corporation's Board of Trustees.
4. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: February 4, 2011

  
\_\_\_\_\_  
Gary Jacobs, President

  
\_\_\_\_\_  
Kay Davis, Secretary





I hereby certify that the foregoing  
transcript of 2 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

MAR 21 2011 W

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

## **Appendix D: Active Corporation Status**

Alex Padilla  
California Secretary of State

## Business Search - Entity Detail

The California Business Search is updated daily and reflects work processed through Sunday, August 12, 2018. Please refer to document [Processing Times](#) for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

**C2160862 HIGH TECH HIGH**

|                                      |   |
|--------------------------------------|---|
| <b>Registration Date:</b>            | 04/19/1999  |
| <b>Jurisdiction:</b>                 | CALIFORNIA  |
| <b>Entity Type:</b>                  | DOMESTIC NONPROFIT                                      |
| <b>Status:</b>                       | ACTIVE  |
| <b>Agent for Service of Process:</b> | MARIA HEREDIA<br>2861 WOMBLE ROAD<br>SAN DIEGO CA 92106 |
| <b>Entity Address:</b>               | 2861 WOMBLE ROAD<br>SAN DIEGO CA 92106                  |
| <b>Entity Mailing Address:</b>       | 2861 WOMBLE ROAD<br>SAN DIEGO CA 92106                  |

A Statement of Information is due EVERY ODD-NUMBERED year beginning five months before and through the end of April.

| Document Type         | ↕ | File Date  | ↕ | PDF |
|-----------------------|---|------------|---|-----|
| SI-COMPLETE           |   | 04/02/2017 |   |     |
| SI-COMPLETE           |   | 02/05/2015 |   |     |
| MERGER                |   | 12/23/2013 |   |     |
| RESTATED REGISTRATION |   | 02/07/2011 |   |     |
| RESTATED REGISTRATION |   | 11/03/2010 |   |     |
| MERGER                |   | 01/01/2009 |   |     |
| REGISTRATION          |   | 04/19/1999 |   |     |

\* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- If the image is not available online, for information on ordering a copy refer to [Information Requests](#).
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to [Information Requests](#).

- For help with searching an entity name, refer to [Search Tips](#).
- For descriptions of the various fields and status types, refer to [Frequently Asked Questions](#).

**Modify Search**

**New Search**

**Back to Search Results**

## **Appendix E: Conflict of Interest Code**


High Tech High Board approved on August 21, 2018.

County of San Diego Board of Supervisors approved on December 13, 2016.



August 23, 2018

TO: Clerk of the Board of Supervisors

FROM: Cindy Kim   
Executive Assistant

RE: **High Tech High Amended Conflict of Interest Code**

Please find enclosed the approved Amended Conflict of Interest Code for the High Tech High School Board.

If you have any questions or concerns, please contact me at either (619) 243-5014 or [ckim@hightechhigh.org](mailto:ckim@hightechhigh.org)

Thank you~

encl. (2) Copy of 2018 Local Agency Biennial Notice  
Approved Amended Conflict of Interest Code



2018 Local Agency Biennial Notice

Mailed 8/9/18

COPY

Name of Agency: HIGH TECH HIGH  
Mailing Address: 2861 Womble Road, San Diego, Ca 92106  
Contact Person: Cindy Kim Phone No. (619) 243-5014  
Email: ckim@hightechhigh.org Alternate Email: \_\_\_\_\_

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (check one BOX):

☒ An amendment is required. The following amendments are necessary:

(Check all that apply.)

- ☒ Include new positions
- ☐ Revise disclosure categories
- ☒ Revise the titles of existing positions
- ☒ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (describe) \_\_\_\_\_

☐ The code is currently under review by the code reviewing body.

☐ No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

*This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
Signature of Chief Executive Officer

\_\_\_\_\_  
Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2018**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

**High Tech High  
Board Resolution  
Conflict of Interest Code**

**Whereas**, High Tech High has previously adopted a Conflict of Interest Code; and

**Whereas**, the San Diego County Board of Supervisors requires that the High Tech High Conflict of Interest Code be reviewed biennially; and

**Whereas**, High Tech High has determined that the Conflict of Interest Code requires amendments;

**Now, therefore, be it resolved** that High Tech High hereby amends its Conflict of Interest Code (attached).

Approved on August 21, 2018

By the following vote:

| Member           | Yes | No | Absent | Abstain |
|------------------|-----|----|--------|---------|
| Gary Jacobs      | X   |    |        |         |
| Kay Davis        | X   |    |        |         |
| Heather Lattimer |     |    | X      |         |
| Michael McCraw   |     |    | X      |         |
| Hector Perez     | X   |    |        |         |

Attest: \_\_\_\_\_

*Kay Davis*  
Kay Davis, Board Secretary





**Executive Summary: High Tech High School Board**  
**Date: August 21, 2018**

|   |                                     |                    |
|---|-------------------------------------|--------------------|
| <b>SUBJECT: Approval of Amended Conflict of Interest Code</b> | <input checked="" type="checkbox"/> | <b>OPEN/ACTION</b> |
|   | <input type="checkbox"/>            | <b>INFORMATION</b> |
|   | <input type="checkbox"/>            | <b>CONSENT</b>     |

**Recommendation(s):**

Staff members recommend that the Board approve the attached Amended Conflict of Interest Code.

**Summary of Previous Board Action by Board of Directors of High Tech High:**

The Board last approved a Conflict of Interest Code in September, 2014.

**Summary of Key Issue(s):**

The San Diego County Board of Supervisors ("County") sent a Biennial Review Notice to High Tech High requesting notification of any intent to modify and amend the High Tech High Conflict of Interest Code ("Code").

Upon review of the Code, it has been determined that amendments are necessary and appropriate. The proposed amendments to the Code include the following:

- Delete Chief Academic Officer
- Correct Chief Operating Officer to Chief Operations Officer
- Add Chief Learning Officer

Attached to this Executive Summary is the Proposed Amended Conflict of Interest Code.

**Fiscal Analysis:**

No fiscal impact.

**HIGH TECH HIGH  
AMENDED CONFLICT-OF-INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **HIGH TECH HIGH ("HTH")**.

Individuals holding designated positions shall file their statements of economic interests with **HTH**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the top officials, e.g., Members of the Board, Alternates, and the Executive Director, **HTH** shall make and retain copies and forward the originals to the **SAN DIEGO COUNTY CLERK OF THE BOARD OF SUPERVISORS**. All other statements will be retained by the **HTH**.

**APPENDIX A**  
**DESIGNATED POSITIONS**

| <u>Designated Position</u>               | <u>Assigned Disclosure Category</u> |
|--|-------------------------------------|
| Members of the Governing Board           | 1, 2, 3                             |
| Chief Executive Officer/President        | 1, 2, 3                             |
| <del>Chief Academic Officer</del>        | <del>1, 2, 3</del>                  |
| Chief Operations Officer/General Counsel | 1, 2, 3                             |
| Chief Learning Officer                   | 1, 2, 3                             |
| Chief Financial Officer/Treasurer        | 1, 2, 3                             |
| Chief Executive Assistant                | 1, 2, 3                             |
| Consultants                              | *                                   |

\*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

## **APPENDIX B**

### **DISCLOSURE CATEGORIES**

#### **Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which **HTH** operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **HTH**.

#### **Category 2**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **HTH**, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

#### **Category 3**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by **HTH**, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

2018 Local Agency Biennial Notice

Mailed 8/9/18  
COPY

Name of Agency: HIGH TECH HIGH  
Mailing Address: 2861 Womble Road, San Diego, Ca 92106  
Contact Person: Cindy Kim Phone No. (619) 243-5014  
Email: ckim@hightechhigh.org Alternate Email: \_\_\_\_\_

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (check one BOX):

☒ An amendment is required. The following amendments are necessary:

(Check all that apply.)

- ☒ Include new positions
- ☐ Revise disclosure categories
- ☒ Revise the titles of existing positions
- ☒ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (describe) \_\_\_\_\_

☐ The code is currently under review by the code reviewing body.

☐ No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

*This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
Signature of Chief Executive Officer

\_\_\_\_\_  
Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2018**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

**PLEASE DO NOT RETURN THIS FORM TO THE FPPC.**



*- Copy -  
Mailed 8/23 de*

Date: August 23, 2016

To: Clerk of the Board of Supervisors

From: Cindy Kim

**RE: Biennial Review Reply Form**

Upon further review, it has been decided not to amend our Conflict of Interest Code. Attached is a copy of a form submitted, dated August 8, 2016, along with an updated form, dated August 23, 2016 indicating no amendments are necessary.

Please contact me if you have any questions at [ckim@hightechhigh.org](mailto:ckim@hightechhigh.org) or (619) 243-5014.

Thank you

*Cindy Kim*



**2016 CONFLICT OF INTEREST CODE  
BIENNIAL REVIEW REPLY FORM  
DUE DATE: OCTOBER 1, 2016**

Contact Person: Cindy Kim Telephone Number (619) 243-5014

Name of Agency: HighTech/Hgh

Mailing Address: 1801 Womble Road, San Diego, CA 92106


This agency has reviewed its conflict of interest code and has determined that:

☐ **Amendments are necessary:** (Attach Amended Code)  
(Check all that applies)

- ☐ Include new positions (including consultants) which must be designated
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished
- ☐ Delete positions that manage public investments
- ☐ Revise disclosure categories
- ☐ Other \_\_\_\_\_



**No amendments are necessary.** Our agency's code accurately designates all positions which make or participate in the making of governmental decisions; the disclosure assigned to those positions accurately requires the disclosure of all investments, business positions, interests in real property and sources of income which may foresee-ably be affected materially by the decision made by those designated positions; and the code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer:  Date: 8/23/16

You must complete this report regardless of how recently your code was approved or amended. **Please return this report no later than October 1, 2016 to:**

**Clerk of the Board of Supervisors  
(Conflict of Interest Code)  
1600 Pacific Highway, Room 402  
San Diego, CA 92101**

Mailed 3/9/16

COPY

**2016 CONFLICT OF INTEREST CODE  
BIENNIAL REVIEW REPLY FORM  
DUE DATE: OCTOBER 1, 2016**

Contact Person: Cindy Kim Telephone Number: (619) 243-5014

Name of Agency: HighTech High

Mailing Address: 28161 Womble Road, San Diego, CA 92106

This agency has reviewed its conflict of interest code and has determined that:

☒ **Amendments are necessary:** (Attach Amended Code)  
(Check all that applies)

- ☐ Include new positions (including consultants) which must be designated
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished
- ☐ Delete positions that manage public investments
- ☐ Revise disclosure categories
- ☐ Other \_\_\_\_\_

☐ **No amendments are necessary.** Our agency's code accurately designates all positions which make or participate in the making of governmental decisions; the disclosure assigned to those positions accurately requires the disclosure of all investments, business positions, interests in real property and sources of income which may foresee-ably be affected materially by the decision made by those designated positions; and the code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer:  Date: 8/8/16

You must complete this report regardless of how recently your code was approved or amended. Please return this report no later than October 1, 2016 to:

**Clerk of the Board of Supervisors  
(Conflict of Interest Code)  
1600 Pacific Highway, Room 402  
San Diego, CA 92101**



**High Tech High  
Board Resolution  
Conflict of Interest Code**

**Whereas**, High Tech High has previously adopted a Conflict of Interest Code on June 10, 2009; and

**Whereas**, the San Diego County Board of Supervisors requires that the High Tech High Conflict of Interest Code be reviewed biennially; and

**Whereas**, High Tech High has determined that the High Tech High Conflict of Interest Code requires amendment in the form attached hereto as Exhibit "A";

**Now, therefore, be it resolved** that High Tech High hereby amends and adopts the Conflict of Interest Code in the form attached hereto as Exhibit "A".

Approved on Oct 23, 2014

By the following vote:

| Member           | Yes | No | Absent | Abstain |
|------------------|-----|----|--------|---------|
| Gary Jacobs      | ✓   |    |        |         |
| Kay Davis        | ✓   |    |        |         |
| Heather Lattimer | ✓   |    |        |         |
| Michael McCraw   | ✓   |    |        |         |

Attest: \_\_\_\_\_

Kay Davis  
Kay Davis, Board Secretary

**HIGH TECH HIGH  
AMENDED CONFLICT-OF-INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **HIGH TECH HIGH** ("HTH").

Individuals holding designated positions shall file their statements of economic interests with **HTH**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the top officials, e.g., Members of the Board, Alternates, and the Executive Director, **HTH** shall make and retain copies and forward the originals to the **SAN DIEGO COUNTY CLERK OF THE BOARD OF SUPERVISORS**. All other statements will be retained by the **HTH**.

|   |                            |
|---|----------------------------|
| Approved and/or authorized by the<br>Board of Supervisors of the County of San Diego. |                            |
| Meeting Date: <u>12/13/2016</u>   | Minute Order No. <u>15</u> |
| By: <u>[Signature]</u>  | Date: <u>12/16/2016</u>    |
| Deputy Clerk of the Board Supervisors   |                            |

**APPENDIX A**  
**DESIGNATED POSITIONS**

| <u>Designated Position</u>                   | <u>Assigned Disclosure Category</u> |
|--|-------------------------------------|
| Members of the Governing Board               | 1, 2, 3                             |
| Chief Executive Officer/President            | 1, 2, 3                             |
| Chief Academic Officer                       | 1, 2, 3                             |
| Chief Administrative Officer/General Counsel | 1, 2, 3                             |
| Chief Financial Officer/Treasurer            | 1, 2, 3                             |
| Chief Executive Assistant                    | 1, 2, 3                             |
| Consultants                                  | *                                   |

\*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

## **APPENDIX B**

### **DISCLOSURE CATEGORIES**

#### **Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which **HTH** operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **HTH**.

#### **Category 2**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **HTH**, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

#### **Category 3**

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by **HTH**, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

**COUNTY OF SAN DIEGO  
BOARD OF SUPERVISORS  
TUESDAY, DECEMBER 2, 2014**

**MINUTE ORDER NO. 23**

**SUBJECT: NOTICED PUBLIC HEARING:  
CONFLICT OF INTEREST CODES: VARIOUS DEPARTMENTS AND  
AGENCIES (DISTRICTS: ALL)**

**OVERVIEW:**

The Board of Supervisors serves as the Conflict of Interest Code Reviewing Board for any local government agency, other than cities, with jurisdiction wholly within the County and all County Departments, per Government Code Section 82011. Pursuant to Government Code Section 87306.5, the Clerk of the Board of Supervisors coordinated, on behalf of the Board, the Biennial Review of Conflict of Interest Codes for all County Departments and local agencies. This letter is a result of the Biennial Review of Conflict of Interest Codes pursuant to Government Code Section 87306.5.

**FISCAL IMPACT:**

The funding source for the administration of this task is included in the Fiscal Year 2014-15 Adopted Budget for the Clerk of the Board of Supervisors. These reviews require minor costs which may be recoverable from the State of California.

**BUSINESS IMPACT STATEMENT:**

N/A

**RECOMMENDATION:**

**CHIEF ADMINISTRATIVE OFFICER**

Approve the Conflict of Interest Codes adopted by the following agencies:

- Aging & Independence Services, San Diego County
- Air Pollution Control District, San Diego County
- Alpine Union School District
- Animal Services, San Diego County
- Assessor/Recorder/ County Clerk, San Diego County
- Cajon Valley Union School District
- Child Abuse Prevention Coordinating Council
- Child Support Services, San Diego County
- Chula Vista Elementary School District
- Coronado Unified School District
- Deputy Chief Administrative Officer (DCAO)—Community Services Group, San Diego County
- DCAO—Finance & General Government Group, San Diego County
- DCAO—Health & Human Services, San Diego County
- DCAO—Public Safety Group, San Diego County
- Del Mar Union School District
- Encina Wastewater Authority

Environment Health, San Diego County  
Escondido Union High School District  
Fallbrook Public Utility District  
Fallbrook Union High School District  
Farm & Home Advisor, San Diego County  
General Services, San Diego County  
Grossmont Healthcare District  
Grossmont-Cuyamaca Community College District  
Harbor Springs Charter School  
Helix Water District  
High Tech High School  
HIV Health Services Planning Council  
Iftin Charter School  
King Chavez Academy of Excellence  
Lakeside Charter School, Inc.  
Lemon Grove School District  
Metropolitan Transit System  
Museum School  
National School District  
North County Dispatch Joint Powers Authority  
North County Transit District  
Office of Emergency Services, San Diego County  
Olivenhain Municipal Water District  
Otay Water District  
Palomar Health  
Parks & Recreation, San Diego County  
Planning & Development Services, San Diego County  
Poway Unified School District  
Probation, San Diego County  
Public Defender, San Diego County  
Rainbow Municipal Water District  
Registrar of Voters, San Diego County  
San Diego Association of Governments (SANDAG)  
San Diego Community College District  
San Diego County Employees Retirement Association (SDCERA)  
San Diego County Fish & Wildlife Advisory Commission  
San Diego County Office of Education  
San Diego County Regional Airport Authority (SDCRAA)  
San Diego County Water Authority  
San Diego Global Vision Academy  
San Diego Unified Port District  
San Diego Unified School District  
San Dieguito Union High School District  
San Dieguito Water District  
San Marcos Unified School District  
San Miguel Consolidated Fire Protection District  
San Ysidro School District

Sheriff, San Diego County  
South Bay Union School District  
Southwestern Community College District  
Sweetwater Authority  
Treasurer-Tax Collector, San Diego County  
Vallecitos Water District  
Vista Irrigation District

**ACTION:**

ON MOTION of Supervisor Cox, seconded by Supervisor R. Roberts, the Board closed the Hearing and took action as recommended, on Consent.

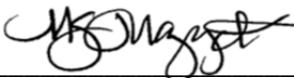
AYES: Cox, Jacob, D. Roberts, R. Roberts, Horn

- - -

State of California)  
County of San Diego) §

I hereby certify that the foregoing is a full, true and correct copy of the Original entered in the Minutes of the Board of Supervisors.

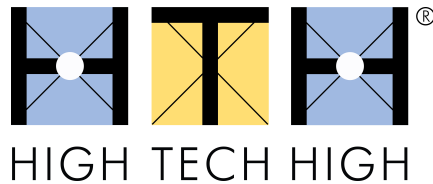
THOMAS J. PASTUSZKA  
Clerk of the Board of Supervisors

By   
Marvice E. Mazyck, Chief Deputy



## **Appendix F: Uniform Complaint Policy and Forms**





## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

### **Scope**

High Tech High (“**HTH**”) is the local agency primarily responsible for compliance with applicable federal and state laws and regulations governing educational programs, and, it is HTH to comply with all applicable laws and regulations.

Pursuant to this policy, HTH adopts the following complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any HTH program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs; Child Nutrition Programs; Special Education Programs; Foster and Homeless Youth Services; and No Child Left Behind Act (2001) Programs (Titles I-VII) (until phased out in accordance with law), including improving academic achievement, compensatory education, limited English proficiency, and migrant education.
- (3) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (4) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If HTH finds merit in a complaint, or if the CEO finds merit in an appeal, HTH shall provide a remedy to the affected pupil.
- (5) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

To file a complaint on any of the bases enumerated above, a complaining party should use the **Uniform Complaint Procedure Form – General Purpose attached here as Exhibit A.**

In addition, HTH has adopted a Student Fees Policy. A uniform complaint may also be filed for allegations that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity, as described in further detail in the Student Fees Policy. **The HTH Student Fees Policy pursuant to AB 1575 and the Uniform Complaint Procedure Form – Student Fees, are collectively attached as Exhibit B.** This complaint form should be used when stating a complaint alleging that a pupil enrolled in a public school was required to pay an unauthorized pupil fee for participation in an educational activity as those terms are defined in the Student Fees Policy.

HTH shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy and/or the Student Fees Policy shall be knowledgeable about the laws and programs that are the subject of investigation. Moreover, HTH acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. HTH cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, HTH will attempt to do so as appropriate. HTH may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

HTH prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure HTH's compliance with law:

Susan Park, Compliance Officer  
High Tech High  
2861 Womble Road  
San Diego, CA 92106  
supark@hightechhigh.org

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of HTH Board of Directors or his/her designee.

## Notifications

The CEO or his/her designee shall annually provide written notification of HTH's Uniform Complaint Procedures to employees, students, parents and/or guardians, advisory committees, school officials and other interested parties (e.g., Adult Education) by publishing the HTH Student Parent Handbook which shall contain the required written notification.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in HTH speak a single primary language other than English.

The CEO or his/her designee shall make available copies of HTH's Uniform Complaint Procedures free of charge.

The annual notice shall include the following:

- (a) A statement that HTH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal HTH's decision to the CDE by filing a written appeal within 15 days of receiving HTH's Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

## Procedures

The following procedures shall be used to address complaints that allege that HTH has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization alleging noncompliance by HTH may file a written complaint using the form attached hereto as Exhibit A, or in the case of an alleged violation of the Student Fees Policy, the form attached hereto as Exhibit B.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, HTH staff shall assist him/her in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the CEO of HTH serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the CEO a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend HTH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide HTH's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

HTH's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of HTH's investigation and decision within sixty (60) days of HTH's receipt of the complaint.

HTH's decision shall be in writing and sent to the complainant. HTH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include: (1) The findings of fact based on evidence gathered; (2) The conclusion(s) of law; (3) Disposition of the complaint; (4) Rationale for such disposition; (5) Corrective actions, if any are warranted; (6) Notice of the complainant's right to appeal HTH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal; (7) For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies; and, (8) For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of HTH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

## Appeals to the California Department of Education

If dissatisfied with HTH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving HTH's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of HTH's decision.

Upon notification by the CDE that the complainant has appealed HTH's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by HTH, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of HTH's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by HTH when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which HTH has not taken action within sixty (60) days of the date the complaint was filed with HTH.

## Civil Law Remedies

A complainant may pursue available civil law remedies outside of HTH's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if HTH has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

**EXHIBIT A**

**UNIFORM COMPLAINT PROCEDURE FORM – GENERAL USE**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |  |  |
|--|--|
| <input type="checkbox"/> Consolidated Categorical Programs   | <input type="checkbox"/> Nutrition Services  |
| <input type="checkbox"/> Pupil Fees  | <input type="checkbox"/> Special Education   |
| <input type="checkbox"/> Foster/Homeless Youth   | <input type="checkbox"/> Local Control Funding Formula/<br>Local Control and Accountability Plan |
| <input type="checkbox"/> No Child Left Behind Programs<br>(until phased out in accordance with<br>law) | <input type="checkbox"/> Juvenile Court School Pupils  |
| <input type="checkbox"/> Lactating Pupils  |  |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression /<br>Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)  |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                             | <input type="checkbox"/> Sexual Orientation (Actual or<br>Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Medical Condition                               | <input type="checkbox"/> Based on association with a<br>person or group with one or<br>more of these actual or<br>perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> National Origin                                 |   |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Race or Ethnicity                               | <input type="checkbox"/> Marital Status   |
| <input type="checkbox"/> Immigration Status              | <input type="checkbox"/> Religion  |   |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any HTH personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Susan Park, Compliance Officer  
High Tech High  
2861 Womble Road  
San Diego, CA 92106  
supark@hightechhigh.org



## **Exhibit B**

### **HIGH TECH HIGH STUDENT FEES POLICY PURSUANT TO AB 1575**

In order to be fully compliant with Assembly Bill 1575 (2012), High Tech High has adopted the following policies and procedures regarding student fees.

- 1) Students enrolled in High Tech High's schools shall not be required to pay a "pupil fee" for participation in any curricular or extracurricular activity which is "an integral component of public education".

a) "Curricular or extracurricular activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b) "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i) A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- ii) A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii) A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity. High Tech High does not require pupils to purchase any instructional material for their use in school.

- 2) High Tech High does not use a "fee waiver" policy to make pupil fees permissible.
- 3) High Tech High does not intend to establish a two-tier educational system by requiring a minimal educational standard and also offering a second higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the schools do not provide.
- 4) High Tech High does not offer course or credit privileges related to educational activities in exchange for money or donations of goods or services from a pupil or pupil's parents or guardians, nor shall the schools remove such credit or privileges for failure to make a donation.
- 5) Voluntary donations of funds or property or participation in fund-raising activities are encouraged and allowed, but such fund raising is completely voluntary.
- 6) Purely recreational activities outside of the normal school day may be subject to mandatory fees

(e.g. attending dances, drama performances). Such activities will never have a bearing upon the pupil's credit or academic standing and are not considered to be an integral part of the educational program.

- 7) Whereas the Education Code permits charging of fees for specific activities, High Tech High may implement those fees, but will comply with the restrictions placed upon the imposition of those fees. Such fees may include:
  - a) charges for student lunches (subject to free and reduced price meal program eligibility)
  - b) paying the replacement cost for books or supplies loaned to the student that the student fails to return, or that is willfully cut, defaced, or otherwise injured, up to an amount not to exceed \$10,000
  - c) fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, or athletic activities, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds
  - d) charges for the rental or lease of personal property needed for school events, such as caps and gowns for graduation ceremonies
  - e) fees for school camp programs, so long as no student is denied the opportunity to participate because of nonpayment of the fee
  - f) reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school's curriculum
  - g) tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state
  - h) tuition fees collected from foreign students attending a High Tech High school pursuant to an F-1 visa
  - i) fees for out-of-school child care services provided as a convenience for our families provided that no child is excluded due to inability to pay
- 8) Parents or guardians who believe that they are being charged a fee for anything that they believe is illegal under AB 1575 should contact the school's Director immediately to file a complaint under High Tech High's Uniform Complaint procedures.
- 9) Complaints will be investigated and resolved within sixty days of receipt of the complaint. If the complaint is resolved pursuant to an investigation, the school's Director shall issue a written decision stating the findings of fact and the reasons for the disposition of the complaint.
- 10) If a complaint is found to have merit, the school will reimburse all affected pupils, parents, or guardians.
- 11) If a complainant is not satisfied with the decision of the school's Director, the complainant may appeal to the State Superintendent of Public Instruction directly.

**(Uniform Complaint Procedures for Complaints filed under  
California Education Code Section 49013)**

 **Do you want to receive a copy of the written response to your complaint?**

- Phone Number or email address (optional):

- (Please note that the remedy must be provided to all affected pupils, parents and guardians per California Education Code Section 49013.)

☐ A fee was charged as a condition for participation in a class or extracurricular activity (whether or not the activity or class is compulsory, elective, or for course credit).

[illegible]

II. **Security Deposits or Other Payments for Materials or Equipment:**

- ☐ A security deposit or other payment was required to obtain materials or equipment.

Description of the Payment: include (1) the class or extracurricular activity, (2) details regarding how the security deposit or other payment was communicated, (3) the item of equipment or material for which a deposit or payment was required, and (4) the total amount of the deposit or payment.

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III. **Required Purchases for Educational Activities:**

- ☐ A purchase was required to obtain materials, supplies, or equipment associated with an educational activity.

Description of the required purchase: include (1) the class or extracurricular activity, (2) details regarding how the requirement to purchase the materials, supplies, or equipment was communicated, (3) the item required to be purchased, and (4) the total cost of the purchase.

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IV. **Miscellaneous / Other Fees or Charges:**

- ☐ The school is violating the requirements of Article 5.5 (commencing with Section 49010) of Chapter 6 of Part 27 of Division 4 of Title 2 of the California Education Code regarding the prohibition of pupil fees for participation in educational activities.

Describe in as much detail as possible:

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IMPORTANT: I am mailing / hand-delivering (circle one) this form on \_\_\_\_\_(date) to \_\_\_\_\_(name of School Director) at \_\_\_\_\_(address where delivery is to be made).

**PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR RECORDS.**

## **Appendix G: Board Roster**

### **High Tech High Board**

| <b>Name</b>      | <b>Office/Designation</b> | <b>Term Expires</b> |
|------------------|---------------------------|---------------------|
| Kay Davis        | Secretary                 | June 2020           |
| Gary Jacobs      | Chair                     | June 2020           |
| Heather Lattimer | Director                  | June 2020           |
| Michael McCraw   | Director                  | June 2020           |
| Héctor M. Pérez  | Director                  | June 2021           |

**Board members may be contacted at:**

High Tech High  
2861 Womble Road  
San Diego, CA 92106-6025  
Phone: (619) 243-5000  
Fax: (619) 243-5050

## **Appendix H: Bylaws**

**AMENDED BYLAWS  
OF  
HIGH TECH HIGH**

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**AMENDED BYLAWS  
OF  
HIGH TECH HIGH,  
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

**ARTICLE I  
Purposes**

The corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized for the public and educational purposes specified in its Articles of Incorporation.

**ARTICLE II  
Offices**

**Section 1. Principal Office.**

The corporation's principal office shall be located at 2861 Womble Road, San Diego, County of San Diego, State of California, 92106. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

**Section 2. Other Offices.**

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE III  
Membership**

**Section 1. Sole Statutory Member.**

Unless and until these bylaws are amended to provide otherwise, HTH Learning, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

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**Section 2. Associates.**

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and

take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

#### ARTICLE IV Board of Trustees

##### Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

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iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

## Section 2. Number of Trustees.

The number of trustees of the corporation shall be not less than three (3) and not more than thirty (30), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of the Articles of Incorporation or by amendment of these Bylaws.

## Section 3. Election and Term of Office.

The Board through a reasonable nomination process shall elect each trustee with the advice and consent of the Statutory Member. The term of office of each trustee of the corporation shall be three (3) years and until his or her successor has been elected and qualified. Subject to the advice and consent of the Statutory Member, successors for trustees whose terms of office are then expiring shall be elected at the Board's annual meeting in the year such terms expire, but if any such annual meeting is not held or the trustees are not elected at the annual meeting, the trustees may be elected at any of the meetings. A trustee may succeed himself or herself in office.

## Section 4. Resignation and Removal.

i. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the Chairman, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Except on notice to the California Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.

ii. A trustee may be removed only by the Statutory Member. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.

#### Section 5. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the Statutory Member. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

#### Section 6. Place of Meeting and Notice.

i. Meetings of the Board shall be held at the principal office of the corporation or at any other place within the State of California that has been designated in the notice of the meeting.

ii. The Board shall conduct all meetings and business in respect to the operation of the corporation's public charter schools in accordance with the applicable requirements of the Ralph M. Brown Act (the "Brown Act").

#### Section 7. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may, from time to time, be fixed by the Board in accordance with these Bylaws.

#### Section 8. Annual Meeting.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member or by resolution of the Board.

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#### Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the chairman of the Board, if there is such an officer, the President/Chief Executive Officer, the

secretary or any two trustees. The party calling such special meeting shall determine the place, date, and time thereof in accordance with these Bylaws.

#### Section 10. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received four (4) days' prior notice by first-class mail or twenty-four (24) hours' notice given personally or by telephone, telegraph, facsimile, telex or other similar means of communication.

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

#### Section 11. Emergency Meetings.

Emergency meetings of the Board may be called at any time by a majority of the Board if the Board so determines that an emergency situation exists as defined under the applicable terms of the Brown Act.

#### Section 12. Closed Sessions.

Closed sessions of the Board may be held as authorized under the applicable terms of the Brown Act.

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#### Section 13. Telephonic and Electronic Video Meetings.

i. Notwithstanding any other provision of law, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen

communication, or other communications equipment for the benefit of the public and the Board in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with the applicable requirements of the Brown Act and all otherwise applicable provisions of law.

Section 14. Quorum.

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 15. Consent to Meetings.

The transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

Section 16. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

Section 17. Rights of Inspection.

Every trustee has the right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

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Section 18. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

i. The approval of any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Statutory Member;

ii. The filling of vacancies on the Board or on any committee which has the authority of the Board;

iii. The amendment or repeal of bylaws or the adoption of new bylaws;

iv. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

v. The appointment of other committees having the authority of the Board; or,

vi. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

#### Section 19. Other Committees.

i. The chairman of the Board or the President/Chief Executive Officer, subject to the limitations imposed by the Board, or the Board, may create other committees, ad hoc, standing or special, to serve the Board which do not have the powers of the Board. The President/Chief Executive Officer, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chairman. If a trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

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ii. Meetings of a committee may be called by the chairman of the Board (if there is such a position), the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting and, insofar as is required by



law, in accordance with the Brown Act. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

iii. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the President/Chief Executive Officer. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Board, remove any appointed member of a committee. The President/Chief Executive Officer, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

#### Section 20. Audit Committee.

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Board shall do so through the Sole Statutory Member's Audit Committee which shall provide independent audit services for this Corporation ("Audit Committee"). The Board shall designate one Trustee as its representative to serve on the Audit Committee. Trustees who are employees of the Corporation or who receive, directly or indirectly, any consulting, advisory, or other compensatory fees from the Corporation may not serve on the Audit Committee. The President/Chief Executive Officer and Treasurer/Chief Financial Officer, if also Trustees, may serve on the Audit Committee only if such persons are volunteers and are not compensated by this Corporation. The Audit Committee shall perform its work pursuant to applicable and the guidelines set forth in its charter. Duties performed by the Audit Committee shall include, but are not limited to:

- i. Assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary;
- ii. Negotiating the auditor's compensation;
- iii. Conferring with the auditor regarding the Corporation's financial affairs, and
- iv. Reviewing and accepting or rejecting the audit.

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Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 21. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 22. Non-liability of Trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 23. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

i. Borrow money in the name of the corporation for corporate purposes in excess of \$1 million, or utilize property (real or personal) owned by the corporation as security for loans in excess of \$1 million;

ii. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;

iii. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;

iv. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or

v. Make any loan of money or property to or guarantee the obligation of any trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit Corporation Law.

Section 24. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

## Section 25. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

## Section 26. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

- i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;
- ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;
- iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).
- iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(3) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(5) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 27. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 28. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 29. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 30. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 31. Annual Reports. Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the Chief Financial Officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 32. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was

one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary; or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an “interested person.”

## ARTICLE V

### Officers

#### Section 1. Officers.

The officers of this corporation shall be a President, a secretary, and a Chief Financial Officer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary, the treasurer, nor the Chief Financial Officer may serve concurrently as the President or chairman of the Board.

#### Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

### Section 3. Subordinate Officers.

The Board may appoint and may empower the President/Chief Executive Officer to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

### Section 4. Chairman of the Board.

The chairman of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

### Section 5. President/Chief Executive Officer.

The President/chief executive officer is the chief executive office of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The President/Chief Executive Officer has the general management powers and duties usually vested in the office of President of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

### Section 6. Vice President.

In the absence or disability of the President/Chief Executive Officer, a Vice President (or if more than one (1) Vice President is appointed, in order of their rank as fixed by the Board or if not ranked, the Vice President designated by the Board) shall perform all the duties of the President/Chief Executive Officer and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President/Chief Executive Officer. The Vice Presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

### Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other

documents required by law are property kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The Chief Financial Officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Chief Financial Officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President/Chief Executive Officer and the trustees, upon request, an account of all transactions as Chief Financial Officer. The Chief Financial Officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President/Chief Executive Officer, the President/Chief Executive Officer shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

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ARTICLE VI  
Indemnification

Section 1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of



the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b of this Article.

## Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

## Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was

pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

#### Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

#### Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

i. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

ii. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

#### Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

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#### Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or

otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which (i) persons other than such trustees/directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act, or (ii) such trustees/directors may be entitled under the provisions of the California Tort Claims Act, or (iii) either may otherwise be entitled.

#### Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b, in any circumstances where it appears:

i. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

ii. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

#### Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

#### Section 10. Non-applicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

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### ARTICLE VII

#### Miscellaneous

#### Section 1. Fiscal Year.

The fiscal year of the corporation shall be the same as the fiscal year adopted by the Statutory Member, which currently is a fiscal year ending June 30.

## Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

## Section 3. Voting Shares.

The corporation may vote any and all shares held by it in any other corporation by such officer, agent or proxy as the Board may appoint; or in the absence of any such appointment, by the President/Chief Executive Officer, or by any Vice President, if also a trustee; and, such officers or any of them, may likewise appoint a proxy to vote such shares.

## Section 4. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President/Chief Executive Officer and the chairman of the Board.

## Section 5. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chairman of the Board, the President/Chief Executive Officer, certain designated Vice-Presidents, the secretary or the Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the chairman of the Board, or the President/Chief Executive Officer. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII  
Effective Date and Amendments

Section 1. Effective Date.

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

Section 2. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only with the approval of the Statutory Member.

### SECRETARY'S CERTIFICATE

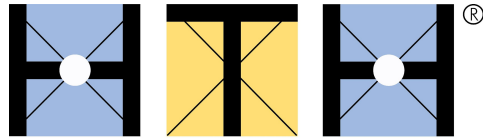
I certify that I am the elected and acting Secretary of High Tech High, a California nonprofit public benefit corporation, and that the foregoing bylaws, consisting of 18 pages, constitute a complete and full version of the bylaws of such corporation including all amendments thereto which have not been otherwise amended, modified, supplemented or rescinded and remain in full force and effect as of, the date hereof.

IN WITNESS WHEREOF, I have executed this certificate on April 27, 2012.

A handwritten signature in cursive script that reads "Kay Davis". The signature is written in dark ink and is positioned above a horizontal line.

Kay Davis, Secretary

## **Appendix I: Student & Parent Handbook 2018-19**



HIGH TECH HIGH

**STUDENT & PARENT HANDBOOK  
2018-2019 Policy and Procedures**

**Point Loma Campus**

High Tech High  
2861 Womble Road  
San Diego, CA 92106-6025  
Phone: (619) 243-5000  
Fax: (619) 243-5050

High Tech High International  
2855 Farragut Road  
San Diego, CA 92106-6029  
Phone: (619) 398-4900  
Fax: (619) 758-1960

High Tech High Media Arts  
2230 Truxtun Road, 3rd Floor  
San Diego, CA 92106-6039  
Phone: (619) 398-8620  
Fax: (619) 224-1198

High Tech Middle  
2359 Truxtun Road  
San Diego, CA 92106  
Phone: (619) 814-5060  
Fax: (619) 814-5088

High Tech Middle Media Arts  
2230 Truxtun Road, 2nd Floor  
San Diego, CA 92106-6039  
Phone: (619) 398-8640  
Fax: (619) 758-9568

High Tech Elementary Explorer  
2230 Truxtun Road, 1st Floor  
San Diego, CA 92106  
Phone: (619) 795-3600  
Fax: (619) 795-3090

High Tech Elementary  
2150 Cushing Road  
San Diego, CA 92106  
Phone: (619) 564-6700  
Fax: (619) 564-6757



## **Chula Vista Campus**

High Tech High Chula Vista  
1945 Discovery Falls Drive  
Chula Vista, CA 91915  
Phone: (619) 591-2500  
Fax: (619) 591-2503

High Tech Middle Chula Vista  
1949 Discovery Falls Drive  
Chula Vista, CA 91915  
Phone: (619) 591-2530  
Fax: (619) 591-2533

High Tech Elementary Chula Vista  
1949 Discovery Falls Drive  
Chula Vista, CA 91915  
Phone: (619) 591-2550  
Fax: (619) 591-2553

## **North County Campus**

High Tech High North County  
1420 W. San Marcos Blvd.  
San Marcos, CA 92078-4017  
Phone: (760) 759-2700  
Fax: (760) 759-2799

High Tech Middle North County  
1460 W. San Marcos Blvd.  
San Marcos, CA 92078-4017  
Phone: (760) 759-2750  
Fax: (760) 759-2779

High Tech Elementary North County  
1480 W. San Marcos Blvd.  
San Marcos, CA 92078  
Phone: (760) 759-2785  
Fax: (760) 759-2788

## **Mesa Campus**

High Tech High Mesa  
5331 Mt. Alifan Drive  
San Diego, CA 92111  
Phone: (619) 795-1810  
Fax: (619) 795-1802

[www.hightechhigh.org](http://www.hightechhigh.org)

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## **1 INTRODUCTION**

The policies and procedures described in this Student Parent Handbook ("Handbook") are applicable to all High Tech High ("High Tech High" or "HTH") schools unless specifically directed to one school or village in particular. Throughout this Handbook, the reference to HTH shall mean and include all HTH schools. The policies contained in this Handbook are not exhaustive. HTH has the discretion to supplement and modify policies noted here from time to time. For updates see the Handbook posted on the High Tech High website at: [hightechhigh.org/handbook/](http://hightechhigh.org/handbook/)

## **2 ATTENDANCE POLICIES AND PROCEDURES**

### **1 Attendance Hours**

The following are the school hours for each of the HTH schools. Students must be on time and present for all of their classes. Students must remain on campus during these hours unless on an approved field trip or participating in a school-sponsored internship or externship program.

| <b>School Name</b>                           | <b>Times</b>          |
|--|-----------------------|
| The Gary and Jerri-Ann Jacobs High Tech High | 8:40 a.m. – 3:40 p.m. |
| High Tech International                      | 8:25 a.m. – 3:25 p.m. |
| High Tech High Media Arts                    | 8:30 a.m. – 3:30 p.m. |
| High Tech High Mesa                          | 8:30 a.m. – 3:30 p.m. |
| High Tech High Chula Vista                   | 8:30 a.m. – 3:30 p.m. |
| High Tech High North County                  | 8:30 a.m. – 3:30 p.m. |
| High Tech Middle                             | 9:05 a.m. – 3:30 p.m. |
| High Tech Middle Media Arts                  | 9:00 a.m. – 3:30 p.m. |
| High Tech Middle Chula Vista                 | 8:45 a.m. – 3:00 p.m. |
| High Tech Middle North County                | 8:50 a.m. – 3:15 p.m. |
| High Tech Elementary Explorer                | 9:05 a.m. – 3:40 p.m. |
| High Tech Elementary                         | 9:05 a.m. – 3:40 p.m. |
| High Tech Elementary Chula Vista             | 8:00 a.m. – 2:30 p.m. |
| High Tech Elementary North County            | 8:15 a.m. – 2:55 p.m. |

## 2 Absences

The project-based nature of the HTH program makes daily attendance extremely important. Significant absences, repeated absences or tardiness could lead to academic and disciplinary consequences.

### Scheduling Appointments and Vacations

Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, HTH requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two (2) weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their assessments.

### Notification to School of Absences and Excused Absences

In the event of a necessary absence, please email or leave a voicemail with your school's Site Manager to advise the school that your child will be absent. While this alone will not excuse the absence under this policy, the call allows the school the opportunity to track your student's attendance. Student absences will be verified.

Absences may be considered excused for the following reasons: illness, family emergency, funeral, legal matter, attendance at a student's own naturalization ceremony, and religious holiday. If a student will be out of school for three (3) or more days due to illness, the student must provide a note from a doctor or nurse specifying the amount of time excused.

### Excessive Absenteeism

As a school, we firmly believe in the importance of students being at school on time, every day. Research has shown that chronic absences from school may be connected to lower reading proficiency, lower test scores, higher dropout rates, and lower college persistence. Excessive absences not only impact a student's work, but they can have long-term effects on a student's future academic success.

Students with excessive absences include, but are not limited to:

1. Students who have missed 10% or more of the school year to date, or
2. Students who have been absent from school for ten (10) consecutive school days or more, and the student's parents or guardians have not contacted the school with an explanation for the absences, or otherwise expressing their intent to have their student attend the school.

Students with excessive absenteeism will be required to:

1. Meet with their school administrators, and their parent(s)/guardian(s), to discuss the absenteeism, and appropriate next steps for addressing the issues; and,
2. Sign a written agreement and obtain parent/guardian signatures to the agreement acknowledging and re-affirming their commitment to the terms of the Student Attendance Policy.

If the situation continues, the school may, at its discretion, deem a student to have voluntarily dropped from school enrollment, and/or place the student through further actions including the dis-enrollment process, and being referred back to the student's home school district in accordance with district and county guidelines and applicable law. This is consistent with CA Education Code 46010-46015 and CA Education Code 48200-48231.

For a complete copy of the HTH Attendance Policy, please contact your school's main office.

### **3 Tardies**

If your student will be late for school, an advance call from a parent/guardian is preferred.

Students who arrive late to school or are returning from an appointment must:

- Check in with the school's front desk
- Provide a note or an email from their parent/guardian or health care provider regarding their tardy
- Receive a tardy slip/pass from the front desk prior to proceeding to their classroom

Students who are deemed chronically tardy or chronically absent may not be permitted to receive credit for the course(s) in which they have been chronically tardy or absent, or may jeopardize their position and privileges associated with attending any High Tech High school. Students and their parents will have an opportunity to meet with school administration to discuss potential consequences to address chronic tardiness and/or absenteeism.

### **4 Early Dismissal**

While we encourage families to schedule appointments before or after school, we understand that sometimes missing school cannot be helped. However, in general, students cannot leave campus during the school day without consent from their parents or guardians, and this includes students 18 years of age and older. For parents/guardians of pupils in grades 7-12, inclusive, please note that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

An early dismissal slip is required for students to leave school before the end of the day. If your student needs to be excused early, please provide the attendance office with advance notice before the appointment, either by an email, a signed note or a call to your school's Site Manager. Your student will be given an early dismissal slip to be excused from class. In addition, we ask that parents please provide us with a doctor's note supporting the early dismissal, which can be brought in the following school day.

### **5 Contracts for Independent Study**

High Tech High does not offer a "full time" or regular independent study program as part of its curriculum. Rather, independent study is conducted primarily for the educational benefit of the students attending High Tech High as a means to encourage daily engagement in academic work during certain times of extended absence, and for the school to track attendance according to applicable guidelines.

Any student who is absent five (5) days or more for a reason other than illness may request a Contract for Independent Study ("CIS"). Parents and guardians may contact the school office to learn about CIS and whether a CIS might be appropriate in any given situation. The school administration in its sole discretion will determine if the request meets the applicable guidelines for independent study. Independent Study Contracts may only be obtained on a limited, short-term basis.

### **6 School Calendars and Activities**

Academic year calendars, daily class schedules, significant school events, and extended services information (if applicable) for each HTH school may be found on school webpages directed from the HTH website located at: [www.hightechhigh.org](http://www.hightechhigh.org).

### 3 CAMPUS POLICIES

#### 1 Closed Campuses

Despite the open feeling in the schools, HTH campuses are closed campuses in order to provide safe and secure schools. Students must remain within the immediate vicinity of their respective schools during all school hours with the following general exceptions:

##### 1 Point Loma

- **Liberty Station:** In general, Liberty Station may be considered to be on campus when students are accompanied by faculty and staff during class hours for a specific school purpose.
- **Liberty Station Retail Area and Lunch Breaks:**
  - **High School Students:** High school students may walk over to a defined section of the Liberty Station Retail Area, located within the quadrangle defined by the following streets: Womble, Historic Decatur, Roosevelt and Truxtun Roads. High School students are permitted to patronize the Liberty Station stores located within the Liberty Station Retail Area before school, during lunch and after school. Students are not permitted to be in the Liberty Station Retail Area during class time. Moreover, students may not travel to any other off campus sites during school hours without the supervision of a teacher. Additionally, students who are absent or tardy to class, or who otherwise violate school policies, may have their privileges to visit the Liberty Station Retail Area revoked. By the receipt of the policies and procedures in this handbook, parents expressly acknowledge and agree that their high school students may go to the Liberty Station Retail Area as identified above.
  - **Middle and Elementary School Students:** Due to the age range of our middle and elementary school students, middle and elementary school students must stay within the immediate vicinities of their schools. Middle and elementary school students are not permitted to walk to or from the Liberty Station Retail Area or any other stores during school hours unless in the company of a teacher during the course of a school activity. Middle and elementary school students are not permitted to buy lunch from these stores and must stay in the current designated lunch areas near their schools. Students enrolled in the before and after school program also are not permitted to go to these stores during the Before and After School Care Program hours.

##### 2 Chula Vista

- Students at all Chula Vista schools may walk within a one-mile radius from campus when accompanied by faculty and staff, during school hours for specific school purposes. Examples of such walking excursions include a trip to Exploration Falls Park, an exercise walk in the neighborhood, or a walk to the neighboring canyon for project-related field work. Other than faculty and staff chaperoned excursions, students must remain on campus during school hours.

##### 3 North County

- Students at all North County schools may walk within a one-mile radius from campus when accompanied by faculty and staff, during school hours for specific school purposes. Examples of such walking excursions include an exercise walk in the neighborhood, or a walk for project-related field work. Other than faculty and staff chaperoned excursions, students must remain on campus during school hours.

## **2 School Dances**

School dances are held throughout the year. High school students may bring one (1) guest to most high school dances provided that:

- The guest is enrolled in a high school or is still under the age of 21;
- A completed guest form is submitted to the Dean of Students at least three (3) school days prior to the dance and approved by the Dean of Students;
- The HTH student must stay with his/her guest throughout the event and accept responsibility for the actions of their guests; and
- HTH policies, procedures and rules are observed by both the guest and the student.

## **3 Student Visitors**

In general, HTH does not permit students to have visitors on campus. However, HTH recognizes that there are certain events, such as dances, where HTH students may want to invite non-HTH students as guests. In such cases, non-students or students from other schools must complete a guest form and submit it to the Dean of Students or School Director for prior approval. Visitors permitted in these circumstances will be expected to abide by HTH policies and guidelines.

## **4 Student Drivers and Parking Expectations**

Driving to school is considered a privilege. Students who drive their own vehicles to and from school must comply with the following rules. Failure to follow these rules may result in an immediate disciplinary meeting and/or action.

### **1 Student Driver Information**

Students who drive to and from school will be asked to provide the following information to their school's front desk:

- Name of student and signature
- Student's Driver's License number
- Parent and/or Guardian name and signature
- Car make and model and license plate number of each vehicle the student may be driving
- Automobile Insurance Policy Number and expiration date

### **2 Students Driving Students: Rules For Field Trips, Events, and Internships – Limited Circumstances Only**

As a general rule, students who drive to and from school may not drive other HTH students in their vehicle during the school day. There is a limited exception for students who follow the guidelines related to student drivers on field trips and internships.

If parents desire to have their students carpool with student drivers, student drivers, their passengers, and their respective parents/guardians, must review and sign the permission forms, and submit the required paperwork to their school Site Manager(s) in advance of driving other students to field trips and internships. A student may only drive other students if:

- Students are eligible to drive other students under applicable law and HTH policies, **and**,
- In advance of any such driving, parents/guardians of the student driver have submitted signed parental/guardian permission forms (available at the school front desk), **and**



- In advance of any such driving, parents/guardians of the passenger student(s) have signed and submitted consent forms to the student driver's school Site Manager, **and**,
- Students conduct themselves in accordance with the law and HTH policies.

### 3 Driving onto and near Campus, Parking Lot Conduct and Expectations

The following rules apply to all drivers who come onto or near our campuses including students, parents/guardians, family members, caregivers, and visitors.

- All drivers coming onto and near our campuses must observe all traffic rules, parking lot rules, and speed limits. There are many people who walk around campus. Traveling at greater speeds than allowed endangers others.
- All drivers coming onto and near our campuses must observe parking lot rules, and park solely within parking spaces that are designated for visitors. Drivers may not park in areas that are designated as no parking zones by either signage, red curbs, or staff members on drop off/pick up duty.
- Students may only be dropped off and picked up at designated drop off/pick up zones.
- Drivers may not obstruct the flow of traffic at any time.
- Drivers must enter parking lots through entrances, and may not enter through areas designated as exits.
- Drivers dropping off and picking up students must be civil, courteous and respectful of others.
- While driving on campus, drivers may not play music in their cars at high volume.
- Students may not sit in vehicles or gather in the parking areas before school, during school hours, or after school.
- When students enter and start their vehicles at the end of the school day, they must depart immediately. Students may not drive around the campus vicinity.
- Student and school community safety is a priority for HTH. Drivers who do not observe rules and/or other standards of conduct, may have their parking privileges and/or campus access privileges limited or revoked.

### 4 High Tech High Point Loma Village Parking

HTH has an allocation of parking spaces at the Point Loma Village parking lot and students must obtain permission to use one of those spaces. Forms, parking permits, and ID tags for student drivers may be obtained from the school's Dean of Students. Students will be issued parking permits for High Tech High Village parking spaces based on space availability and must display the parking permit prominently in the vehicle. Students who drive to school and park elsewhere must obtain an HTH identification tag that must be displayed in the vehicle when parking at Liberty Station or in off campus areas for other High Tech High students. HTH Point Loma Village seniors are given priority registration for available spaces and all students may apply for parking permits beginning on the first day of the school year.

Due to the high demand for parking at the High Tech High Point Loma Village, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while at Liberty Station, as well as failure to adhere to High Tech High rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

## 5 High Tech High Chula Vista Village Parking

HTH Chula Vista (“HTHCV”) has a limited allocation of parking spaces and permits for student drivers. To become eligible for an on-campus parking permit at HTHCV, a student must follow the HTHCV parking space application process, and attend a required HTHCV safety training. Students interested in a parking permit should see the HTHCV Dean of Students. Students will be issued parking permits for HTHCV parking spaces based on space availability and must display the parking permit prominently in the vehicle. HTHCV seniors are given priority registration for available spaces. Students without permits are not permitted to park on campus, and will need to park off-site.

Due to the high demand for parking at HTHCV, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while on HTHCV property or easements, as well as failure to adhere to HTHCV rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

## 6 High Tech High North County Village Parking

HTH North County (“HTHNC”) has an allocation of parking spaces, and students must obtain permission to use one of those spaces. Forms and parking permits for student drivers can be obtained from the Dean of Students. Students will be issued parking permits for HTHNC parking spaces based on space availability and must display the parking permit prominently in the vehicle. HTHNC seniors are given priority registration for available spaces, and all students may apply for parking permits beginning on the first day of the school year. Students without permits are not permitted to park on campus, and will need to park off-site. Adjacent streets with unrestricted street parking are: Pacific Street and Discovery Street.

Due to the high demand for parking at HTHNC, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while on HTHNC property or easements, as well as failure to adhere to HTHNC rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

## 7 Skateboards and Bicycles

The following rules apply to bicycles and skateboards while on campus:

- Skateboards:
- **Point Loma Campus (Liberty Station):**
  - The HTH schools in Point Loma are situated in the midst of Liberty Station, adjacent to a public business district with several public thoroughfares between school buildings.
  - There are legal restrictions to the use of skateboards in such public spaces.
  - Based on these facts, and our experience with the common, shared public spaces surrounding our schools, we have concluded that in order to maintain a safe environment, skateboards will not be allowed on the Point Loma campus.
  - Students may not bring skateboards in any area within 500 feet of any HTH school building, any HTH parking lot, or HTH common area at any time.
  - If a student brings a skateboard onto campus, the skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
- **Chula Vista Campus:**
  - In order to maintain a safe environment, students may not ride skateboards onto or on campus.

- If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
- **North County Campus:**
  - In order to maintain a safe environment, students may not ride skateboards onto or on campus with the exception of a designated skateboarding elective class, and in the case of such an elective, only in keeping with the parameters set forth below.
  - Commuters:
    - If a student brings a skateboard onto campus, he/she must carry it onto campus as students may not ride onto campus.
    - All skateboards must be stored properly as directed by faculty and staff members.
  - Elective – Skateboards: HTHNC and HTMNC only
    - In past years, HTHNC and HTMNC have offered skateboarding electives. To the extent this elective is offered, the following guidelines apply:
      - Parents and guardians must expressly agree to the terms of the elective, and agree to the terms of the release and waiver of liability associated with this elective.
      - Students must wear appropriate gear, including helmets, to participate.
      - Students may only ride their skateboards in the designated areas at designated times.
      - Students must adhere to all other guidelines established by North County School Directors and administration.
  - If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
- Bicycles:
- Students commuting to schools by bicycle should take precautions to park their bicycles in appropriate designated places.
- Students are responsible for securing their bicycles with their own locks.
- Point Loma Only – Area Between HTH and HTM:
- Area Between HTH and HTM:
  - In order to maintain a safe environment and public thoroughfare between HTH and HTM, students may not play soccer or football in the area between the two schools. Students wishing to engage in these sports may do so on the grassy field to the south of HTH.

## **4 STUDENT HEALTH AND WELLNESS POLICIES**

### **1 Administration of Medication at School (Prescribed or Over-the-Counter)**

HTH does not have a nurse on staff at each school site. Each school's main office staff members will have first aid kits and will be your health center point of contact.

The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional. Medication will be administered during school hours only if determined by a physician to be necessary. Designated school personnel will keep records of medication administered at the school with the

assistance of school personnel per the instructions of physicians, as applicable. All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by designated staff.

Designated school personnel will return all personal, surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide HTH with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken **and** (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

Certain medications may be carried by students as noted below:

- **Students in grades 6-12:** Students in grades 6-12 may keep physician prescribed inhalers for asthma conditions, auto-injectable epinephrine ("EpiPens") (see below for rules), and certain over-the-counter medicines (i.e. Tylenol, Motrin, and supplements like glucose tablets) in their possession. Students are prohibited from sharing any medications, whether prescribed or over-the-counter, with any other students. HTH will not be responsible for any adverse reactions to medications self-administered by students without the knowledge of HTH staff, faculty or administration.
- **Students in grades K-5:** Unless otherwise prescribed by a doctor, students in grades K- 5, must keep their medications, including inhalers, locked at the front office with our Site Manager. Medication will only be administered according to the physician's instructions, as described below.

In order for a student to carry and self-administer prescription EpiPens, parents/guardians must provide HTH with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, circumstances during which the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, **and** (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing HTH and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These statements must be updated at least annually.

Additionally, the designated school personnel who have volunteered may use EpiPens to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. HTH will ensure it has the appropriate type of EpiPens on site (i.e., regular or junior) to meet the needs of its pupils. HTH will ensure staff properly store, maintain, and restock the EpiPens as needed. HTH will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of EpiPens based on the standards developed by the Superintendent of Public Instruction. HTH will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

## **2 Control of Communicable Diseases**

HTH works to cooperate with the County of San Diego Health and Human Services Agency to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a

contagious or infectious disease, the parent/guardian will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

### **3 Health Screening**

HTH contracts with nurses from Rady Children's Hospital San Diego to provide hearing and vision screenings as required by state law. You may contact the school at the time of the health screening if you would prefer that your child be excluded. Screenings are offered in grades K, 1, 2, 3, 5, 8 and 10.

### **4 Immunization Requirements**

State law requires that all students, kindergarten through grade 12, be immunized against certain diseases. At the time of the first day of attendance, the school is required to have proof that your child has received all currently due immunizations.

Personal Belief Exemptions (PBEs) will no longer be recognized for new incoming students. Pre-existing PBEs filed at a California K-12 school before January 1, 2016 may remain valid until the student enrolls in the next grade span, typically at kindergarten or 7th grade (middle school entry) only where the student:

- (1) Had a physician-issued, written exemption on file prior to January 1, 2016;
- (2) At a California K-12 school (child care and preschool are not recognized for this purpose, however, qualified Transitional Kindergarten programs may be recognized for this purpose);
- (3) In which the student was then-enrolled (Exempt Student).

PBEs may be transferred between California schools both within and across school districts. If a student's PBE is not successfully transferred, the student will have to demonstrate proof of age-appropriate immunizations in accordance with the law prior to registration.

However, even Exempt Students:

- (1) Must receive any immunizations that become required of California students after January 1, 2016 when they transition to the next grade span.
- (2) Are subject to rules requiring proof of immunization at kindergarten and seventh grade transitions. At the kindergarten and seventh grade registration points, Exempt Students must demonstrate proof that all required immunizations for the relevant grade level have been administered unless the student has a medical exemption that meets all legal requirements.

### **5 Wellness and Food**

HTH has adopted a Wellness Policy in keeping with its participation in the National School Lunch Program (NSLP) that discusses food service, sales and distribution on HTH campuses. The following guidelines based on the Wellness Policy apply to school-based activities:

- (1) To the extent food sales are conducted, school-based groups including parent associations, other parent groups, booster clubs, associated student body, student groups, clubs and teams, and teaching teams should abide by HTH health and wellness policies.
- (2) Fundraising events involving food must be done after regular school hours. This means that food sales should not take place while any neighboring HTH village school may be in session.

Please note that several HTH schools offer breakfast to students. Accordingly, any fundraising events involving food may not be conducted before school.

- (3) Parents/guardians, volunteers, staff members and students should consider nutritional quality when selecting snacks for school events, sales, and parties.

HTH participates in the NSLP. Free or reduced ("FRL") price meal applications are provided to all families. Schools notify families when FRL applications become available, and these are made available both on-line and in hard copy at the school's front desk. Generally, these applications first become available each year sometime in late July or early August of the summer preceding the school year, and are available throughout the year as needed.

## **5 ACADEMIC POLICIES**

### **1 HTH Academic Program**

HTH schools offer a unique, project-based academic program. The mission of all HTH schools, whether at the elementary, middle or high school level, is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. High Tech High schools all embody the design principles of equity, personalization, authentic work, and collaborative design. For more information about your school's particular program visit your school website at: [www.hightechhigh.org](http://www.hightechhigh.org).

### **2 High Schools: HTH Curriculum and Transferability of Credits**

All HTH high school level core courses are approved or are in the process of being approved by the University of California ("UC"). We have seen that courses offered at HTH are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities.

However, HTH does not offer the same courses or the same sequence of courses, as do many other schools. In some instances, this has caused 11th and 12th grade students transferring to other schools to need to make-up courses that were not offered in the traditional sequence, or at all, at HTH. For example, we do not offer a high school credit for Physical Education (P.E.).

Students and parents/guardians are advised to take High Tech High's unique academic program into account when making decisions to enroll at HTH and to transfer to other schools.

HTH requires that students receive a C- or higher in all core academic courses. Consistent with University of California entrance requirements, students must earn a grade of C- or higher to receive credit for a course.

### **3 Code of Academic Integrity**

HTH students are mindful of the values underlying an honest and true education, and the challenges posed by a continuously evolving world and, in particular, the immediate access to resources found on the Internet. HTH students agree to accept personal responsibility for honorable behavior in all of their academic endeavors, to assist one another in maintaining and promoting personal integrity and ethical standards, and to follow the principles and standards set forth in this Code of Academic Integrity.

Violations of the Code of Academic Integrity may take several forms. Plagiarism and cheating are two examples of violations of the Code of Academic Integrity. Plagiarism is typically described as duplication of

another's work without full acknowledgement of the debt to the original source, however, it also includes any of the following:<sup>1</sup>

- Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- Duplication in any manner of another's work during an exam;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- Piecing together sections of the work of others into a new whole;
- Submitting one's own work which has already been submitted for assessment purposes in another subject; and/or,
- Producing assignments in conjunction with other people (e.g. another student, tutor), which should be your own independent work.

Cheating results in a loss of integrity on the part of the individual committing the act and on the educational process that is undermined by the act of cheating. It is a violation of the Code of Academic Integrity for any student to attempt to gain or gain an unfair advantage over another student by unfair or dishonest means. If you are unclear about an assignment, the methodology for the same, or the permissible bounds of assistance for completing your work please speak to your teacher(s) and ask for clarification.

This following web page provides some examples of acceptable and unacceptable uses of sources in writing – [www.oregonstate.edu/admin/stucon/plag.htm](http://www.oregonstate.edu/admin/stucon/plag.htm). In addition, a brief guide from the Paul Robeson Library provides an excellent overview. This may be found at - [www.libraries.rutgers.edu/rul/lib/robeson\\_lib/flash\\_presents/text\\_plag.html](http://www.libraries.rutgers.edu/rul/lib/robeson_lib/flash_presents/text_plag.html). Consequences for not following the academic code of conduct may include receiving a zero on the assignment, failing the course, disciplinary action including the possibility of suspension and/or expulsion from school.

#### **4 Intellectual Property Statement**

Students have the rights to intellectual property they have created, unless the property is also owned by others in the school, or if that creation arose out of, or in the course of, class-work, and/or if it was developed with funds and facilities administered by High Tech High.

### **6 SAFETY POLICIES**

#### **1 Emergency Procedures**

HTH staff members receive training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness planning includes fire and earthquake drills which happen at regular times during the school year.

Alarms are to be treated as real at HTH. In the event of an emergency drill, all staff, students and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will

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<sup>1</sup> HTH has adopted principles and procedures modeled after other educational institutions, such as the University of Notre Dame including those found in the Notre Dame, "Code of Honor," n.d., [www.nd.edu](http://www.nd.edu) (15 September 2013) and, "Guidelines for Plagiarism," n.d., [www.services.unimelb.edu](http://www.services.unimelb.edu) (15 September 2013).



meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at HTH are grounds for severe consequences, including possible suspension and expulsion.

Each campus has its own Comprehensive Safety Plan. If you would like to see a copy of your campus Comprehensive Safety Plan, please contact your school's main office.

The schools employ the use of a central notification system. In the case of a major emergency (such as a significant earthquake or fire), Parents/guardians and families should contact the main phone number for your student's school with any particular questions concerning your school. Please refer to the first page of this handbook for a school directory. You may also visit [www.hightechhigh.org](http://www.hightechhigh.org) for more information.

During an emergency, HTH staff will be focused on ensuring that all students are safe and accounted for. Students and parents/guardians are asked to do their part by not having a student leave the premises without signing proper releases.

## **2 Internet Safety Policy**

### **1 Introduction**

It is the policy of High Tech High to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA") [Pub. L. No. 106-554 and 47 USC 254(h)].

### **2 Definitions**

Key terms are as defined in the CIPA<sup>2</sup>

### **3 Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet Filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

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#### <sup>2</sup> **CIPA definitions of terms:**

**MINOR.** The term "minor" means any individual who has not attained the age of 17 years.

**TECHNOLOGY PROTECTION MEASURE.** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS.** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT and SEXUAL CONTACT.** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.



Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **4        Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the High Tech High online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### **5        Education, Supervision and Monitoring**

It shall be the responsibility of all members of the High Tech High staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of High Tech High IT Administrators or designated representatives.

The High Tech High IT Administrators or designated representatives will provide age-appropriate training for students who use the High Tech High Internet facilities. The training provided will be designed to promote the High Tech High commitment to:

- a. The standards and acceptable use of Internet services as set forth in the High Tech High Internet Safety Policy;
- b. Student safety with regard to:
  - i. safety on the Internet;
  - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the CIPA.

## **7        COMMUNITY STANDARDS AND CONDUCT POLICIES**

### **1        Dress Code**

The purpose of the HTH dress code is to foster a professional, safe and respectful environment at school. The dress code is in effect from the time students arrive to school until they leave. Note that students must be in dress code before school begins if they enter the building before the official start of school. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs the students otherwise. The dress code applies equally to students and staff.

## 1 Guidelines for All Schools

- Tops
  - Students may wear short or long-sleeve shirts, or blouses with collars.
  - Shirts and blouses must be buttoned.
  - Students may wear a short or long-sleeve *plain* t-shirts (but not undershirts as the principal top). Shirts may not have text or designs that violate school policies, make discriminatory, or exclusionary statements, or create the possibility of disruption to the school environment. School administrators have discretion in determining whether an article of clothing violates this policy.
  - Shirts, blouses and t-shirts should be in good repair.
  - Students may not wear spaghetti straps, tube tops or any other tops where the shoulders are exposed. Shoulders must be covered while at school.
  - Students may not wear shirts or half-shirts exposing the mid-section or torso.
  - T-shirts may not be worn over collared shirts.
  - Sweaters and jackets of an appropriate size and length may be worn over, but not in place of, an appropriate shirt.
  - Hooded sweatshirts are not allowed to substitute for an appropriate shirt. Hoods from hoodies and sweatshirts may not be worn over the head at any time.
- Bottoms
  - Appropriate school attire includes long pants, shorts or skirts worn with the waistband at the waist.
  - Excessively baggy pants, athletic wear and sweat pants are not acceptable
  - Jeans in good repair are acceptable.
  - Skirts must be of appropriate length such that they cover the thigh while seated.
  - Shorts must be of appropriate length, and come to mid-thigh.
- Other clothing guidelines
  - Clothing items with text that promotes violence, alcohol, tobacco or drugs are not allowed.
  - Flips flops and slippers are not allowed
  - Hats, hoods and bandanas are not allowed. Head coverings worn for religious reasons will be allowed.
  - Earrings are fine, but no other visible piercing. Small, clear studs are allowed in place of nose rings during the school day.
  - Appropriate attire for academic internships varies by workplace. Students must remain in dress code while at school.
  - Earbuds and headphones should not be used in hallways or while in class unless it is part of the teacher's lesson plan, and the teacher has permitted the use of these.

## 2 Additional Guidelines Particular to Elementary and Middle Schools

- Elementary school students may wear hats to protect themselves from the sun during recess. However, hats may not be worn indoors as a general rule.
- Elementary and middle school students should wear clothes that allow them to run, play and get dirty.
- Elementary and middle school students may wear t-shirts with child-appropriate graphics and text.
- Elementary and middle school students must wear shoes that allow them to run, jump and play. Students should not wear heels to school. Shoes should have laces, buckles, Velcro-straps, back-straps, or in some other form of securing the foot safely inside the shoe. Flip flops are not allowed.

### 3 Consequences for Dress Code Violations

One potential consequence for failure to adhere to the dress code is that the student may be asked to come to school wearing a school uniform, which is a collared, white shirt and long, khaki pants. This consequence will apply to both girls and boys. Students who do not wish to wear a uniform should ensure that the student is following the dress code at all times. Following the dress code is one way that students show that they wish to be a part of the HTH community.

## **2 Computer, Electronic Mail, And Internet Usage Policy**

We are pleased to offer High Tech High students access to certain elements of school computer equipment, computer network and systems, electronic mail service and user accounts, the Intranet and the Internet (collectively "HTH IT"). HTH IT is provided for students to conduct research and communicate with others.

Access to HTH IT is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Students are expected to adhere to the following guidelines and policies applicable to the use of HTH IT. Students who violate these policies may be subject to disciplinary action.

### 1 HTH IT

HTH IT is shared and available to the HTH community. These resources may not be used in any way that disrupts or interferes with use by others.

Students must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through HTH IT.

The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion:

- Damage, vandalism or theft of equipment, systems or networks
- Use of the computer equipment, networks and systems for unlawful purposes, commercial purposes or personal gain
- Violations of copyright law
- Plagiarism
- Theft, piracy, improper downloading or modification of software
- Transmitting computer viruses
- Sending or retrieving information that violates school policies and/or applicable laws (e.g., sending and/or retrieving information that is pornographic, vulgar, racist, sexist, abusive, harassing, offensive or attacking)
- Any attempt to guess passwords, use another's password, break in to other accounts, or gain unauthorized access to administrator accounts
- Trespassing in another's portfolio, folders, work or files
- Concealing or misrepresenting one's identity while using the system
- Intentionally wasting limited resources
- Any use which is unlawful under applicable State or Federal law
- Any use which HTH determines is objectionable in its sole discretion

## 2 Communication using HTH IT

Students are responsible for their own behavior on HTH IT just as they are everywhere in the school environment. Communications on HTH IT are often public in nature. General school rules for behavior and communications apply.

It is presumed that users will comply with school standards. Aside from the clarification of such standards, HTH is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

## 3 HTH and Access/No Expectation of Privacy

HTH IT and all user accounts are the property of HTH. As such, HTH reserves the right to monitor and access information on the system and in users' accounts. Network storage areas may be accessed by HTH to review files and communications, maintain system integrity, to ensure that users are using the system responsibly and to ensure there are no violations of school policies.

There is no right to privacy nor should any user of HTH IT have any expectation of personal privacy in any matters stored in, created, received, or sent over HTH IT. These are subject to review by the schools at any time, with or without notice, with or without cause and without the permission of any student or parent/guardian.

HTH reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other HTH IT, without notice and without the permission of any user.

Moreover, to protect the integrity of the HTH IT and the users thereof against unauthorized or improper use of these systems, HTH reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the School Director or his/her designee.

## 4 Internet

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded, however, that HTH does not control the content of the Internet. Accordingly, HTH does not have control over the type of information accessible to students or the quality of the same, though HTH does use internet filters, as described in the Internet Safety Policy. HTH cannot completely limit access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

High Tech High believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, HTH supports and respects each family's right to decide if their child should not have Internet access, and relies on the family to inform us of that choice. Ultimately, appropriate use of this resource is the responsibility of the user.

## **3 Community Code Of Conduct - Respect For Self And Others**

HTH students, parents/guardians and staff are expected to treat one another with respect, support teaching and learning, and to respect our environment and surroundings. This expectation extends how we respect ourselves, how we talk and interact with one another, and how we treat each other's property and personal

space. In keeping with this code of conduct, certain norms should be observed including, but not limited to those found in this Community Behavioral Policies and Commitments section:

- **Drugs, alcohol, and tobacco:** Drugs, alcohol, and smoking materials (including, but not limited to, all forms of e-cigarettes, vaporizer pens, vaporizers, e-hookahs, etc.) are prohibited in the school, on the campus, and at off-campus school functions. Likewise, students are prohibited from being under the influence of drugs, alcohol and from smoking while at school, on campus and at off-campus school functions.
- **Vandalism:** All students and staff are urged to treat school buildings and property with care and respect. No one is to injure, destroy, deface or trespass on school property. A clean environment is important to all; vandalism will be dealt with severely. Parents/guardians will be responsible for paying for any damage done to school property by their child. People with any information about damage done to the building or its contents should report it to the Dean of Students or School Director.
- **Personal electronics:** Cell phones, iPads, and all similar electronic devices must be off, stored away, out of sight, and not in use during school hours, unless under the direct supervision of a HTH faculty member. If it has an on or off switch, it should be turned off for the duration of the school day. Headphones and earbuds may be used only when provided by and under the supervision of an HTH faculty member.
- **Computer games:** HTH provides technology and Internet access for the educational benefit of members of the community. Playing computer games or video games on campus during school hours is allowed only under the direct supervision of a teacher.
- **Free Speech on Campus:** The Supreme Court has referred to public schools as a “marketplace of ideas” where the protections of the First Amendment are particularly important. “The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools.” *Shelton v. Tucker*, 364 U.S. 479, 487 (1960). At the same time, the law is clear that a student’s right of free speech is not unfettered and that the free speech/press protection does not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech that may be considered disruptive to the community, in violation of school policies and/or considered unlawful harassment, discrimination, bullying, threats and/or intimidation. In short, HTH reserves the right to place reasonable time, place and manner restrictions on speech where the faculty and/or administration determine that such a restriction is appropriate.

Examples of student speech that may be restricted include:

- Speech which creates or threatens danger, and/or unlawful acts
- Speech which threatens or presents a violation of HTH rules and standards of conduct
- Speech which creates or threatens a substantial disruption of the orderly operation of the school
- Speech which impinges on the rights of others
- Vulgar, lewd, obscene, and plainly offensive speech or conduct

#### **4 Search of Student Possessions**

HTH reserves the right to examine and/or search all student possessions when, in the judgment of HTH administrators and officials, there is reasonable suspicion that the student may be in possession of alcohol, drugs, weapons, stolen goods, or any other materials that may be harmful or disruptive to the school community or in violation of any school policy, rule or law.

## 8 Student Non-Discrimination And Title IX/Sexual Harassment Policies

### 1 Student Non-Discrimination Policy

HTH maintains that it is critical that all members of the HTH community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. HTH is committed to equal opportunity for all individuals in education. HTH's programs and activities shall be free from harassment, or discrimination or bullying on the basis of actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status or citizenship, race, ancestry, national origin, color, religion, religious affiliation, creed, mental or physical disability, and any other or any other basis protected by applicable law. HTH shall promote programs that serve to eliminate discriminatory practices in school activities.

The School adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Any student who engages in prohibited harassment, discrimination or bullying, including cyber sexual bullying, of another student or anyone from HTH may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful harassment, discrimination, bullying, including cyber sexual bullying, or intimidation of a student may be subject to disciplinary action up to and including dismissal. Any student or parent/guardian who feels that unlawful harassment, discrimination, bullying, or intimidation has occurred should immediately contact the School Director or Dean of Students.

### 2 Title IX/Student Sexual Harassment Policy

HTH is committed to making the school free from sexual harassment. This means that HTH prohibits sexual harassment by someone from or in the educational setting. HTH prohibits sexual harassment and harassment based upon gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth or related medical conditions, or any other basis protected by applicable law.

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment can include such actions as:

- Unwelcome sexual advances, or
- Requests for sexual favors, or
- Verbal, electronic (including cyber sexual bullying), visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

HTH prohibits conduct that has the purpose or effect of having a negative impact on the recipient's educational progress, academic performance, or personal security, or of creating or contributing to an intimidating, hostile, or offensive educational environment. HTH further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

HTH will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which HTH does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender.

**Title IX/Non-Discrimination/Sexual Harassment Coordinator:** HTH has designated one to more individuals at each school site to receive complaints under this policy: the School Director and/or Dean of Students.

Students, parents or staff should report a claim sexual harassment to the School Director and/or Dean of Students of their child's school.

HTH will respond to complaints within a reasonable time period, as appropriate, and consistent with the nature of the allegations. Reports shall be investigated in a manner that protects the integrity of the process and the confidentiality of the parties to the extent possible.

Should the reporting individual find the school level resolution unsatisfactory, he/she may appeal the decision to the HTH Compliance Officer who oversees Title IX compliance. HTH's Compliance Officer may be contacted as follows:

Susan Park  
HTH Compliance Officer  
2861 Womble Road  
San Diego, CA 92106  
Email: [supark@hightechhigh.org](mailto:supark@hightechhigh.org)

Students who violate this policy shall be subject to discipline including the possibility of suspension or possible expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal. HTH prohibits retaliation against any participant in the complaint process. Each 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.

## **2 Disciplinary Actions**

### **1 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

### **2 Suspension and Expulsion as Disciplinary Actions**

Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for

suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

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

1. Mandatory Suspension and Mandatory Recommendation of Expulsion. The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:
  - a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous object.
2. Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:
  - a. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
  - b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
  - c. Possession or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - d. The causation or attempted causation of physical injury to other person(s), or self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.
  - e. The threat of physical injury to self, other individual(s), and/or the school community, including, but not limited to threats of sexual assault, or school-wide violence.
  - f. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance<sup>3</sup> of the authority of school personnel.
  - g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.
  - h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
  - i. Extortion.
  - j. Sexual harassment.
  - k. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

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<sup>3</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.



- l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
- m. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
- n. 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.
- o. Violations of HTH community standards and conduct policies as articulated throughout the HTH Student-Parent Handbook.

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

### 3 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).

### 4 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.

## 5 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.

## **9 STUDENT INFORMATION POLICIES**

### **1 Family Education Rights And Privacy Act**

The Family Educational Rights and Privacy Act ("FERPA") affords parents/guardians and students over 18 years of age ("Eligible Students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after HTH has received a request for access. However, HTH adheres to the California standard and provides records within five (5) business days of requests when requests are made during the school year. Parents/guardians or eligible students should submit to the School Director a written request that identifies the record(s) they wish to inspect. The HTH official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

When a student moves to a new school/ school district, records will be forwarded upon request of the new district within 10 school days.

In the case of divorce or separation, a school district must provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a court order or other legal paper that prohibits access to education record, or removes the parent's rights to have knowledge about his or her child's education.

Pupil educational records maintained by HTH consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The School Director or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. *General notices, lunch menus, Parent Association information, announcement of teacher conferences, school pictures, and other similar information, are not "education records" as defined by FERPA. Therefore, schools are not legally required to provide them.*

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask HTH to amend a record that they believe is inaccurate or misleading. They should write the School Director and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If HTH decides not to amend the record as requested by the parent or eligible student, HTH will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent in writing to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by HTH as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A HTH official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the HTH discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

HTH will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by HTH to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

With certain exceptions, FERPA requires HTH to obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from his or her child's education records. However, HTH may, at its sole discretion, disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised HTH to the contrary in accordance with this policy. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, governmental agencies such as the California Department of Education, the San Diego Unified School District, Desert Mountain SELPA, and certain select private companies such as those that manufacture class rings or publish yearbooks. HTH has designated the following information as directory information that may be disclosed, in whole or in part, at HTH's sole discretion:

- Student's name
- Student's address
- Parent's/Legal Guardian's address
- Telephone listing
- Student's electronic mail address
- Parent's/Legal Guardian's electronic mail address
- Photograph
- Date of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports

- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's Social Security Number, in whole or in part, cannot be used for this purpose.)

**If you do not want HTH to disclose directory information from your child's education records you must notify HTH at the time of enrollment or re-enrollment.** Annual notices and a form allowing for this selection are included in the HTH enrollment and re-enrollment packets.

## **2 Custody Matters**

Schools are not the forum to mediate custody disputes and other personal family matters. Families must attend to their own custody matters and other family legal disputes independently, with the assistance of the courts. The schools do not have an independent legal basis to refuse a biological parent access to his or her child and the child's school records unless a valid, effective, clearly articulated and signed court order specifically setting forth limitations is on file at the school office.

## **3 Media Release**

HTH reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities. Your child's image or likeness may appear in occasional candid photos without any type of name identification and the use of these candid photos of your child is permissible. HTH is frequently approached with requests for interviews and pictures by print and broadcast media outlets. For individual student interviews with outside organizations, parent or guardian permission will be obtained prior to publication.

Parents/Guardians who prefer that their child not be photographed or video recorded for publication by the school (i.e. school website, newsletter or other school publication), need to indicate their preference annually during registration. Schools make every effort to ensure the wishes of the parent/guardian. Please be aware that photographing and video recording by devices such as mobile phones may take place without the knowledge of the teacher or school officials.

## **4 Returning Students**

HTH retains the option, at its sole discretion, to re-enroll students who have previously left, consistent with HTH enrollment procedures. If you wish additional information about this, please contact your School Director.

## **5 Homeless Students**

Each HTH school has designated a staff person as the School Liaison for Homeless Students pursuant to HTH's Homeless Youth Policy. Homeless status is determined in cooperation with the parent or guardian. In the case of an unaccompanied minor, status is determined by the School Liaison. Please contact your school Site Manager for information regarding your School Liaison, and for further information about HTH's policy regarding homeless youth, and supports available for homeless students.

## 10 VOLUNTEER/VISITOR POLICIES

### Volunteers

Parents and guardians wishing to volunteer at HTH schools should review the volunteer information and application packets available at the school front desk from school Site Managers. Parents and guardians wishing to volunteer will be asked to fill out volunteer forms, agree to a background check, and possibly submit to a TB assessment in accordance with applicable law.

In addition, parents/guardians volunteering to drive for school field trips will be asked to fill out additional volunteer forms and provide additional information including:

- Parent/guardian name
- Address
- Telephone number
- Driver's License number
- Make of vehicle, model and number of seatbelts in the car
- Insurance Company, Policy Number and Expiration date
- Vehicle Registration document

We must point out that while the vehicle is being used to transport students, the policy associated with the vehicle is the primary insurance for all costs associated with an accident.

By law the number of people in the vehicle may not exceed the number of seats and seatbelts with a maximum of ten (10) passengers, including the driver. Every passenger in the vehicle must use a seatbelt and there are no exceptions.

### Visitors

Visits during school hours should first be arranged with the teacher and School Director. If a conference is desired, an appointment should be set and confirmed with the teacher during non-instructional time, and requested with a minimum of forty-eight (48) hours-notice whenever possible. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the School Director.

All visitors should register in the Visitors Log Book and obtain a Visitor's Badge at the front desk immediately upon entering any school building or grounds when during regular school hours. When registering, visitors shall be required to provide identifying information including name, address, age (if under 21), purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.

School administrators, including the School Director, or his/her designee, may refuse to register a visitor if it is believed that the presence of the visitor could cause a threat of disruption or injury to teachers, other employees, or students.

School administrators, including the School Director, or his/her designee, may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt HTH's orderly operation.

## 11 RESOLUTION PROCEDURES

HTH encourages parents/guardians, community members, faculty, staff, and administration to work cooperatively to resolve issues. Parents/guardians, or community members with general concerns or complaints must notify the School Director for the school. Please refer to the first page of this Handbook for a school directory. You may also visit [www.hightechhigh.org](http://www.hightechhigh.org) for more information.

1. If the complaint is with a teacher or staff member, contact that teacher or staff member directly to set up a mutually agreeable time to discuss the complaint. Remember that such meetings should not interrupt a teacher's instructional time. Complaints handled at this level do not need to proceed further in the process.
2. Complaints not resolved directly with a teacher or staff member should be brought to the attention of the Director (or his/her designee). The School Director (or his/her designee) may call or meet with the complainant to discuss and address the concern(s). Complaints handled at this level do not need to proceed further in the process.
3. Complaints relating to the administration and operation of HTH may be discussed informally with the School Director (or his/her designee). Complaints handled at this level do not need to proceed further. If the complainant is dissatisfied with the School Director (or his/her designee), the complainant may contact High Tech High's CEO (or his/her designee).
4. If contacting the CEO (or his/her designee) does not resolve the complaint, the complainant may direct their complaint, in writing, to the High Tech High Board Chair.
5. The Board Chair will determine if the matter will be handled directly by him or her or by a committee of the Board. The Board Chair or committee of the board will meet with the complainant, discuss the facts and circumstances for which the complaint is based and make a determination as to how to best resolve the matter.
6. The decision of the Board Chair or committee of the Board is final.