Countywide Charter School

Third Renewal Petition and Assignment to County Office of Education

HIGH TECH HIGH

For Presentation to the California State Board of Education

Submitted by High Tech High

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Original Petition Approved: January 12, 2006

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First Renewal Petition Approved: January 11, 2012

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INTRODUCTION

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

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

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

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

Dashboard and Verified Data Justify Renewal

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

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

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

Transfer to San Diego County Office of Education upon Renewal

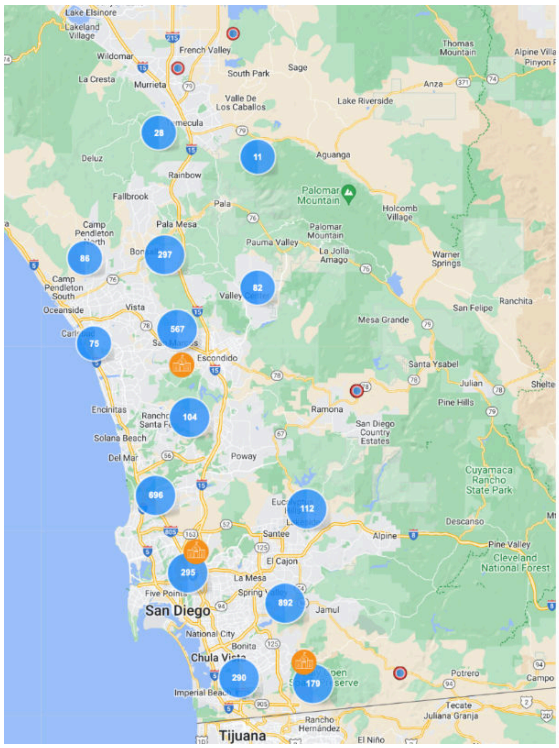
As a result of legislation in 2019, the SBE will be winding down its authorization of charter schools. HTH is the sole remaining statewide charter school under former section 47605.8. In light of the discontinuation of the SBC program and the special authority provided by section 47605.9 specifically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

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

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

Student Demographics Mirror those of San Diego County

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



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

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

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

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

Selection of County-District-School (CDS) Code

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

HTH Countywide Charter Meets Renewal Criteria - California Dashboard Data

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

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

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

Charter School Performance Category Data File - 2023

California Department of Education, March 12, 2024

CDS: County District School, N/A: Not Applicable.

CDS	Scode	Dashboard_ Schooltype	Charter_ Type	School	District	County	School_Type	Performance_Level	Criteria
37764710123059	0123059	ES	DF	High Tech Elementary Chula Vist	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710138776	0138776	ES	DF	High Tech Elementary Mesa	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710127605	0127605	ES	DF	High Tech Elementary North Cou	SBC - High	San Diego	Elementary Schools (Public)	Middle Performing	N/A
37764710114678	0114678	HS	DF	High Tech High Chula Vista	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710137067	0137067	HS	DF	High Tech High Mesa	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710114694	0114694	HS	DF	High Tech High North County	SBC - High	San Diego	High Schools (Public)	Middle Performing	N/A
37764710123042	0123042	MS	DF	High Tech Middle Chula Vista	SBC - High	San Diego	Intermediate/Middle Schools (	Middle Performing	N/A
37764710138768	0138768	MS	DF	High Tech Middle Mesa	SBC - High	San Diego	Intermediate/Middle Schools (	High Performing	Criterion 2
37764710119271	0119271	MS	DF	High Tech Middle North County	SBC - High	San Diego	Intermediate/Middle Schools (	High Performing	Criterion 2

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

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

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

HTH Countywide Charter Meets Renewal Criteria - Verified Data

Since its founding in 2000, High Tech High has articulated the goal of preparing all graduates for postsecondary success, with a particular focus on increasing the number of socio-economically

disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.

HTH is committed to achieving college access for all students at its schools. HTH holds the view that students should be prepared for college when they graduate from high school. Thus, HTH students participate in a rigorous, college-preparatory curriculum in preparation for both college admissions and persistence. HTH coursework is aligned with the entry requirements of the University of California ("UC") and California State University ("CSU") systems. This results in 99% of HTH countywide charter graduates from the class of 2022 meeting UC / CSU requirements as compared to 51% of California graduates according to the CDE Dataquest website.

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

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

Academic Achievement

Verified Data Source: MAP CGI Report

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

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

that the MAP assessment was administered consistently to over 95% of eligible students at HTH countywide charter between the Fall 2021 and the Winter 2024 MAP assessment.

Percentage of students pre- and post-tested

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

Percentage of students pre- and post-tested

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

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

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

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

- Fall ’21 to Fall ’22
- Fall ’22 to Fall ’23
- Fall to Winter of the 2023-24 school year

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

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

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

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

Of particular note is the marked improvement observed from Fall 2022 to Fall 2023, surpassing the growth achieved in the preceding year. This positive trajectory underscores the efficacy of our educational approach and the dedication of our educators. Notably, this year-to-year pattern of

improvement extends across demographic subgroups, demonstrating our commitment to fostering academic success for all learners, regardless of background or circumstance.

College Enrollment

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

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

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

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

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

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

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

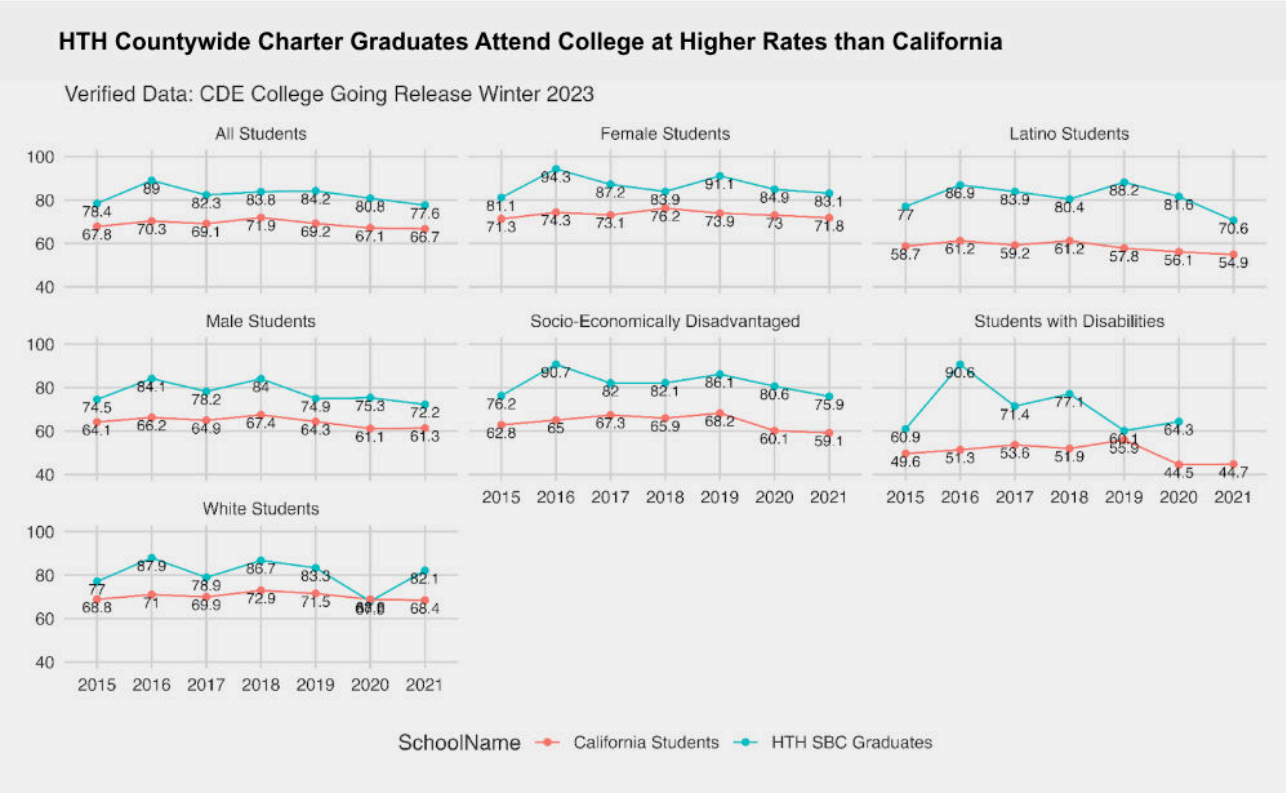
Table 2: HTH Mesa demonstrates strong college enrollment amongst 2022-2023 graduates

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

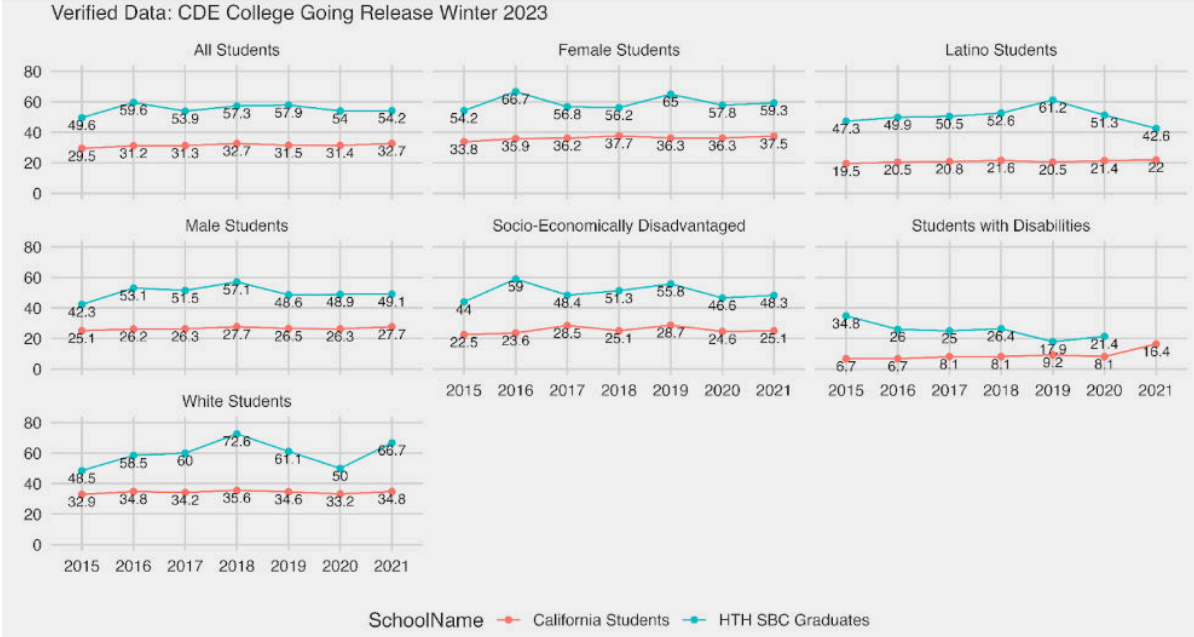
months	

College Enrollment Charts

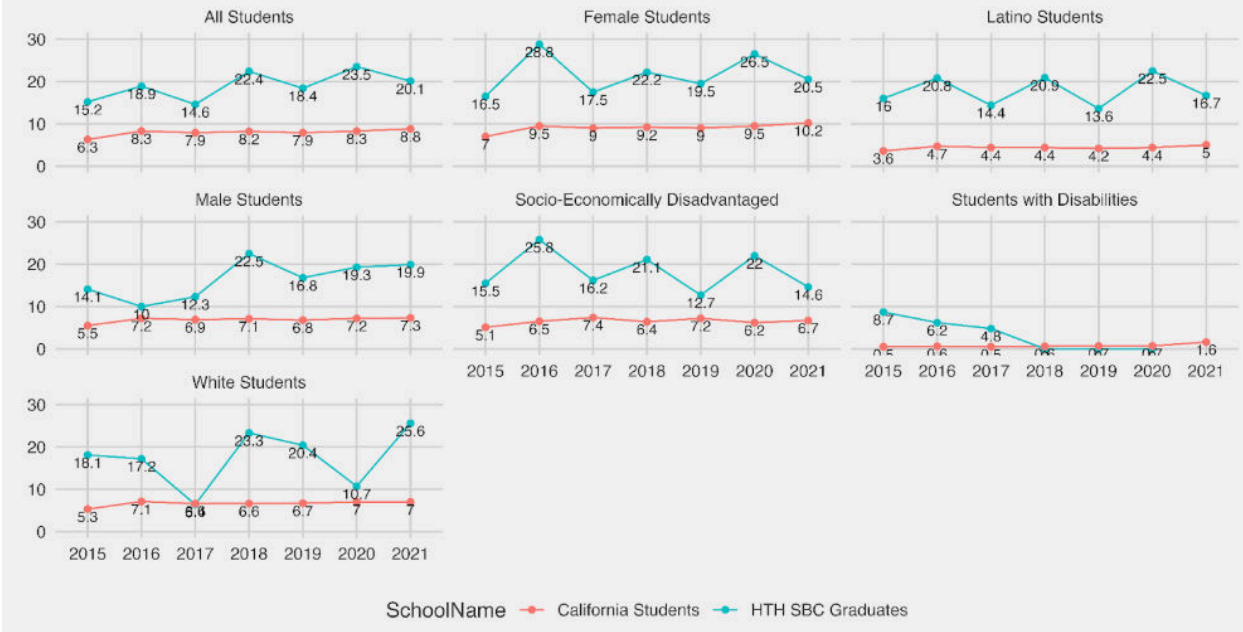
The following charts demonstrate strong postsecondary college enrollment at HTH countywide charter as compared to San Diego County and the State of California over the seven year time frame from 2015-2021 and for numerically significant subgroups.



HTH Countywide Charter Graduates Attend 4 Year Colleges at Higher Rates than California



HTH Countywide Charter Graduates Attend UC Colleges at Higher Rates than California



College Persistence

Verified Data Source: National Student Clearinghouse

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

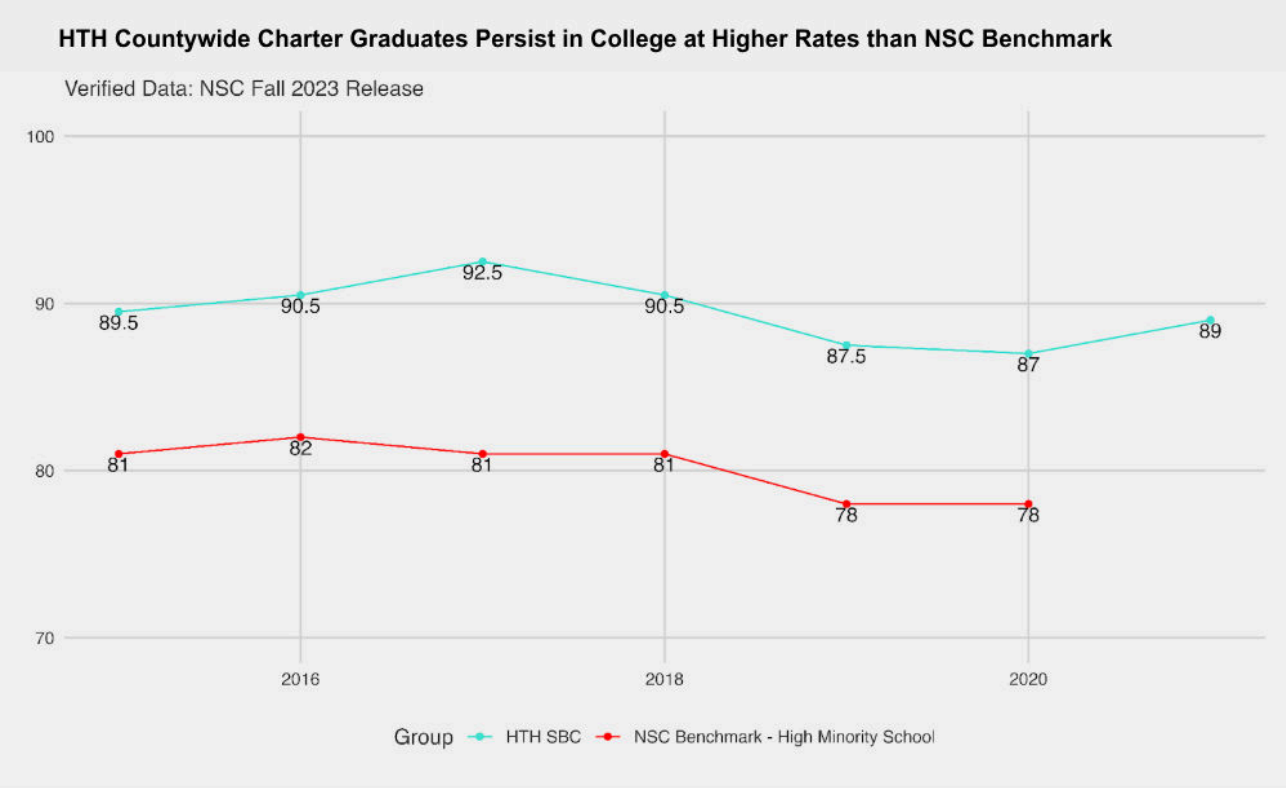
The NSC benchmarking report allows HTH countywide charter to compare college persistence rates amongst HTH countywide charter graduates to college persistence rates at similar schools. HTH countywide charter are best compared to high-minority schools according to the NSC demographic profiles. For example,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

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

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

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

Persistence Chart



College Completion

Verified Data Source: National Student Clearinghouse

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

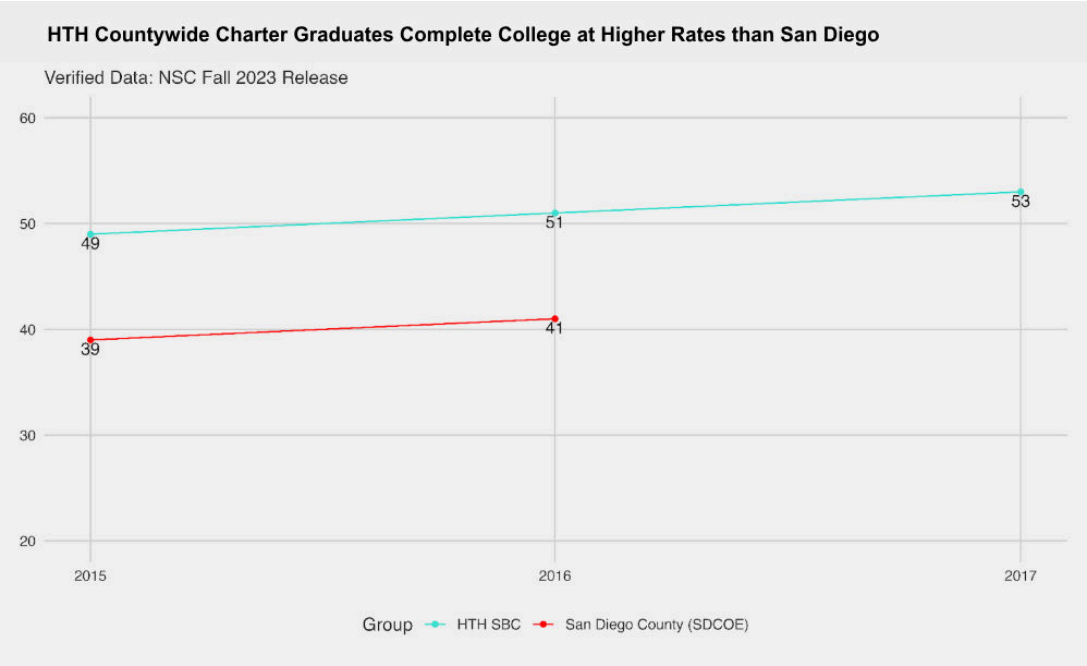
Similar to the college persistence metric, the NSC benchmarking report allows HTH countywide charter to compare college completion rates amongst HTH countywide charter graduates to college persistence rates at similar schools. HTH countywide charter are best compared to high-minority schools according to the NSC demographic profiles.

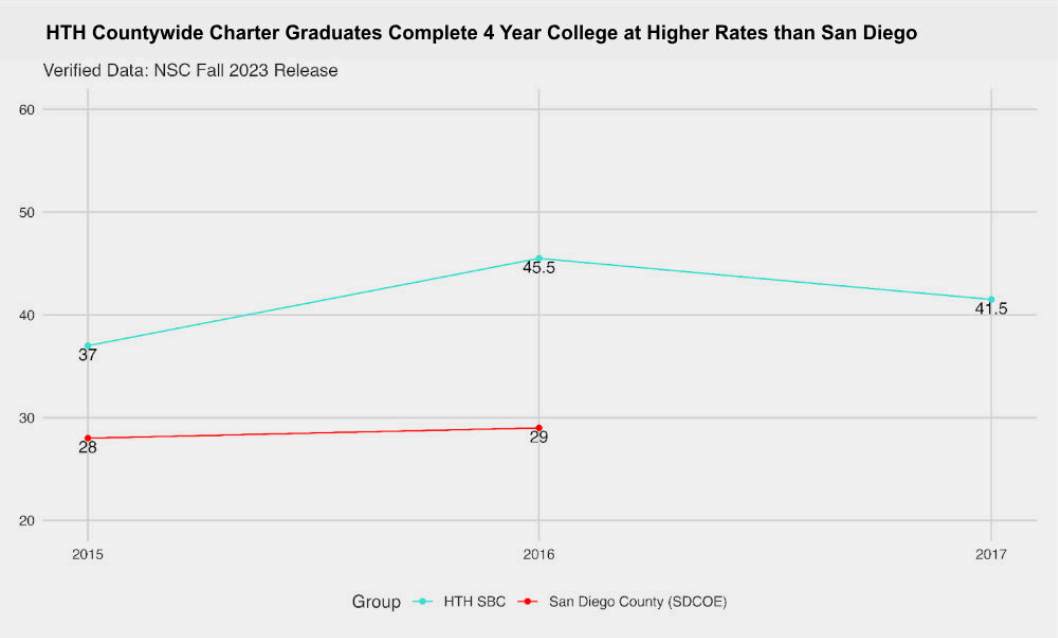
Each year HTH countywide charter uploads a file including all high school graduates to the NSC. As such, this reporting meets the 95% participation threshold given that all eligible students graduating from an HTH countywide charter are represented in this dataset.

Table 3 HTH Countywide charter **graduates demonstrate strong completion outcomes compared to similar schools according to the NSC**

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

College Completion Charts





Supplementary Evidence of Strong Postsecondary Outcomes

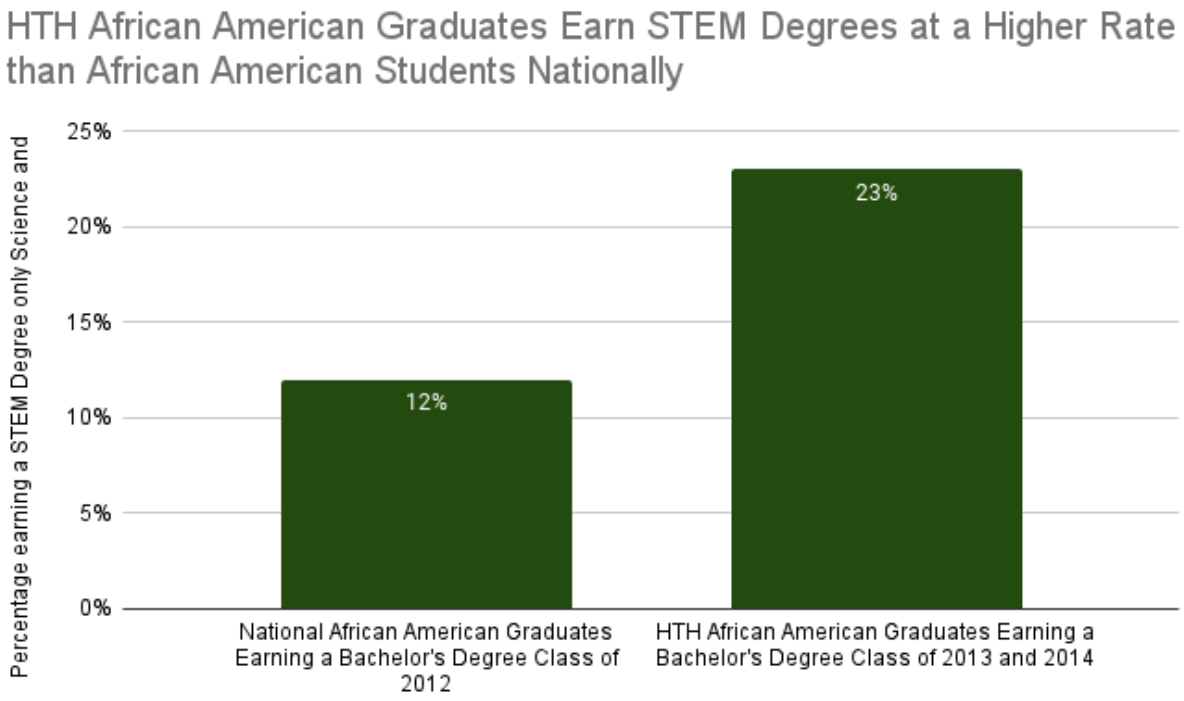
HTH Graduates Earn STEM Degrees at Higher Rates than their Peers Nationally

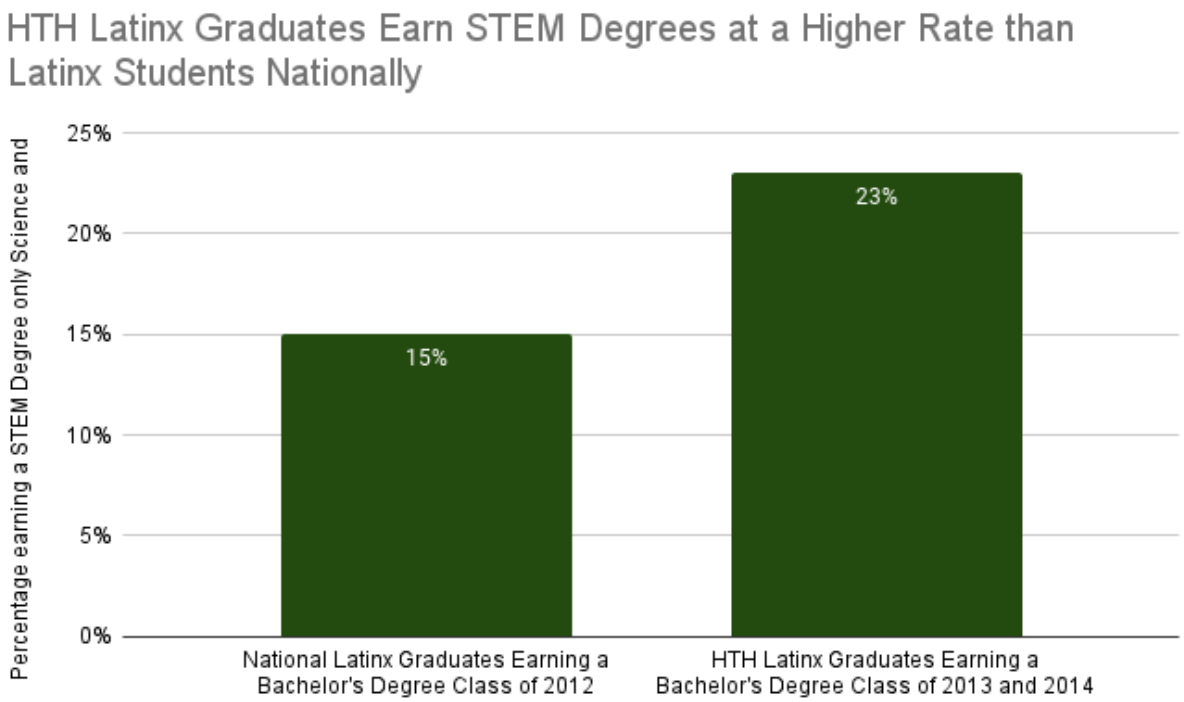
Verified Data Source: National Student Clearinghouse

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

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

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





This success HTH has achieved in increasing the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math,

computer science, engineering, and related fields is due in large part to the design and operating practices of HTH schools described in the sixteen required charter elements below.

THE SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

ELEMENT A: EDUCATIONAL PROGRAM

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

Design Principles

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

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

Personalization: Teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, HTH fosters relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, and student collaborative work.

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

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

Mission and Goals

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

a. To provide all High Tech High students with a meaningful education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.

b. To prepare students for postsecondary education and for leadership in a high technology society by integrating technical and academic education.

c. To increase the number of socio-economically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, engineering, and related fields.

d. To improve public education in California by training and preparing educators to teach in, and lead, innovative public schools.

Teachers create learning experiences designed to foster Deeper Learning competencies[1] in students including:

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

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

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

[2] See https://www.jff.org

[3] See https://studentsatthecenterhub.org/about/

Curriculum and Instructional Design

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

1. **Integrating Students**: HTH's instructional design is rooted in its commitment to serving students from across the academic spectrum in a fully integrated environment. There is no tracking at HTH. Rather than separating students on the basis of perceived ability, students work alongside peers from widely different backgrounds. Underlying this approach is a belief that heterogeneous grouping benefits students from across the academic spectrum. Rather than mis-predicting students' future trajectories on the basis of perceived academic ability, HTH prepares all of its students for admission to a four-year university.

2. **Integrating School and Community**: The HTH learning environment extends well beyond the walls of its classrooms to leverage educational opportunities in the community. Students investigate authentic problems confronting the community, conduct scientific and ethnographic research in the field, partner with adult professionals, and create products that benefit stakeholders in the community.

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

HTH's guiding pedagogy, which binds the three integrations, is Project-Based Learning. Project-Based Learning can be defined as[4]:

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

- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously

- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable

- Learning that requires students to draw from many information sources and disciplines in order to solve problems

- Experiences through which students learn to manage and allocate resources such as time and materials

[4] Definition from Autodesk Foundation.

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

Structures that Support Educational Excellence

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

All new faculty participate in an intensive New Teacher Odyssey professional learning experience that includes experiential learning, workshops, project tunings, and collaboration time with experienced faculty. Over the course of the school year, HTH teachers convene for three all-HTH professional development days. During the organization-wide professional learning experiences, teachers engage in professional learning with colleagues from across HTH schools. Professional learning experiences focus on classroom practices that are aligned with HTH's design principles and mission. At the school site level, teachers engage in ongoing professional development through weekly morning meeting time and dedicated staff days.

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

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

Projected Enrollment

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

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

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

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

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

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

Small Class Sizes: HTH's small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students needing extra support on both projects and core skills.

Staff Meetings and Protocols: Regular morning staff meeting time is dedicated to equity protocols through which teachers have the opportunity to consult with colleagues about students who are struggling and brainstorm additional strategies for supporting their academic growth. The equity protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.

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

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

Academic Coaches and Education Specialists: During the core day, academic coaches embedded in the classrooms provide additional support to students who are struggling within the classroom context. Education specialists, who train and supervise the academic coaches, also spend significant time in classrooms observing students who are struggling academically or socially and collaborate with core teachers, as well as the academic coaches, to devise support plans and strategies.

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

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

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

Plan for Students Who Are Achieving Substantially Above Grade Level Expectations

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

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

Staff Meetings and Protocols: Regular morning staff meeting time is dedicated to Equity Protocols through which teachers have the opportunity to consult with colleagues about students who are high achieving and brainstorm additional strategies for supporting their academic growth. The Equity Protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.

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

Alternative Assignments: Alternative "challenge" assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these "challenge" assignments.

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

Plan for English Learners

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

[5] National Equity Project

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

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

HTH will administer a home language survey to any student enrolling in the Charter school if it is the student's initial 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.

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

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

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

a. Merrill Swain's work[7] highlights the importance of ***meaningful output***. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, HTH students are constantly engaged in conversations with peers and teachers that foster meaningful output.

b. Researcher Jim Cummins[8] underscores the importance of ***embedding academic language in context***, making academically demanding content easier for ELs to understand. Through the hands-on learning that happens at HTH, academic content is regularly embedded in rich context. Students frequently engage in hands-on

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

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

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

c. Stephen Krashen[9] asserted that learners have an ***affective filter*** that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. ELs are especially prone to having a high affective filter. HTH's small class size, the design principle of personalization, as well as HTH's focus on social-emotional learning, creates a school culture in which ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in Project Based Learning also reduces this filter for ELs.

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

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

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

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

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

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

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

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

a. Teachers earning a preliminary teaching credential through the High Tech High teacher intern credentialing program complete a CTC approved course entitled "Methods of English Language Development." In this course, new teachers learn strategies to help ensure the success of ELs in an academic environment. They examine the theoretical perspectives of second language acquisition, explore

   teaching strategies for ELs, and practice applying such strategies in a Project Based Learning environment.

b. Teachers in their first two years at HTH receive Induction support which includes a focus on teaching ELs.

c. New teachers receive ongoing coaching from the EL Teacher at their school site.

[10] Rubinstein-Avila, E. (2006). Connecting with Latino learners. *Educational Leadership, 63(5),* 38-43.
[11] HTH teachers are encouraged to look at Expeditionary Learning's "Guide to supporting English Language Learners." Although focused on K-8, there are many practices useful across the K-12 continuum.

d. New teachers arrive up to three weeks before the start of school for professional learning experiences aimed at developing their understanding of HTH teaching practices, including practices aimed at supporting ELs.

e. Returning teachers arrive at least five days before the start of school for ongoing professional development including support for meeting the needs of ELs.

f. Teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices, including EL support.

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

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

Plan for Students with Disabilities

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act ("IDEA") will be provided a free appropriate public education in the least restrictive environment. To meet each student's unique needs, HTH focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction, and note-taking services in the general education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding the above are the responsibility of the Individualized Education Program ("IEP") team, as formulated in a written plan and with full consent of the parent/guardian. While HTH fully supports the federal and state statute and regulatory provisions that require special education services be provided in the least restrictive environment, it is cognizant of the need to craft the delivery of such services "appropriately."

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

The delivery of special education services to HTH's students shall be provided by a credentialed special education teacher, known as an Education Specialist. The Education Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. HTH shall directly employ, or independently contract with, service providers for any required element of special education support such as psychological services, speech therapy, occupational therapy, and other related services necessary for the provision of a free appropriate public education.

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

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

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

a. **Free Appropriate Public Education**: HTH shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from HTH.

b. **Full Educational Opportunity**: HTH shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.

c. **Child Find**: HTH shall assure that all students with disabilities are identified, located, and evaluated.

d. **IEP:** HTH shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.

e. **Least Restrictive Environment**: HTH shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment. HTH also provides a continuum of placement options/ services for students whose needs require a smaller setting or more intense instruction than what can be provided in a general education setting.

f. **Procedural Safeguards**: HTH shall assure that children with disabilities and their parents/guardians shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

g. **Annual and Triennial Assessments**: HTH shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent/guardian or teacher.

h. **Confidentiality**: HTH shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure, and destruction.

i. **Personnel Standards**: HTH shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

j. **Participation in Assessments**: HTH shall assure that students with disabilities are included in general Statewide assessment programs with appropriate accommodations, when necessary.

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

The Executive Director of Special Education is accessible to HTH school staff through personal school site visits and reviews, as well as video and telephone conferencing. In addition, the El Dorado Charter SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is enhanced by regularly scheduled personal visits to all participating LEAs by a team of qualified Education Specialists. All Education Specialists are engaged in collegial communities of practice and those in the Induction Program receive substantial mentoring from Induction Mentors. Specific and targeted staff development opportunities are also provided by HTH and the El Dorado Charter SELPA.

Section 504

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

Elementary School Coursework

HTH elementary faculties create project-based learning experiences with the goal of providing access and challenge to a diverse group of students. Students engage with the world around them by working within projects that help them explore content area topics, and develop skills to apply their new knowledge. Each site has specialized Exploratory teachers, providing enrichment in a variety of areas, including: science, engineering, visual arts, performing arts, and physical education.

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

Consistent with the design principle of Personalization, K-5 sites maintain small class sizes, with all K-5 classrooms maintaining class sizes of 24 or fewer. Small class sizes allow each teacher to support a student's unique personality, interests, and needs. The educational program emphasizes supporting students to become self-motivated, lifelong learners. The schools see parents as partners and provide them with rich opportunities for involvement in their child's education. Students at the elementary school sites are provided a strong foundation of skills which will prepare them for success in HTH middle schools, or any other academically rigorous middle school. Those skills and competencies include: reading, writing, English proficiency, mathematics, technology skills, and listening & speaking skills.

Middle School Coursework

As students make the transition to HTH middle schools, they begin to follow more of the expectations present in HTH high school sites. Student work is evaluated through public exhibitions and through Presentations of Learning. Students in middle school sites are also assigned to advisory groups. HTH's experience has been that introducing these approaches to learning in middle school prepares students to be successful in HTH's innovative high school program.

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

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

8th Grade	Humanities III (English & History) Integrated Math & Science III Exploratory: Art/Digital Art, Drama, Engineering, Outdoor Education, or Maker Space

High School Coursework & Transferability of Courses and Graduation Requirements

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

Graduation Requirements

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

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

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

ELEMENT B: MEASUREABLE PUPIL OUTCOMES

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

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

LCAP Goals and Outcomes 2024-25

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

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

		Youth Truth Family Survey National Percentile Ranking: "My school is a safe place to learn." 75%

ELEMENT C: METHOD OF MEASURING STUDENT PROGRESS

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

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

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

1. **Exhibitions and Presentations of Learning**: These projects represent a culmination of the student's learning in curricular areas; they may be written or oral. They may also reflect interdisciplinary themes applied to core curriculum.

2. **Calendared Classroom Assessments**: Teachers assess students regularly in reading, writing, and mathematics.

3. **Teacher Prepared Assessment Instruments**: Teachers design appropriate tasks that measure understanding and mastery of classroom work.

4. **Student Journals***:* Students keep journals in writing, science, and interdisciplinary thematic curriculum. These reflect their understanding and thinking skills.

5. **Formal Assessment Reports to Parents/Guardians**: A formal progress report to parents/guardians provided two times per year. Students are assessed in all academic areas. Many curricular areas are assessed based on rubric scoring.

6. **Conferences**: A variety of conferences are conducted throughout the school year and include:

    a. Student Led Conferences: Students share their goals and expectations for the year. Parents/guardians may share any concerns they have. The teacher reports academic as well as social progress.

b. Student/Teacher Conferences: Meetings are scheduled with the student and teacher to discuss and evaluate a student's progress.

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

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

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

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

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

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

and daily “check-ins.” In addition, teachers have established protocols for weekly reviews of student work including using learning logs or journals, and using weekly check-ins to gauge progress on projects.

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

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

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

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

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

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

ELEMENT E: GOVERNANCE STRUCTURE

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

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

The following documents are attached at Appendix C:

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

HTH secures parental involvement, participation, and input in a variety of ways. HTH has adopted a Parental Involvement Policy describing the various approaches that are taken to engage parents.

For example, the School Director meets formally with parents and guardians at least twice a year regarding Title I spending and the LCAP. Meeting agendas cover subjects including review and analysis of SBAC results, as well as budget development, as it pertains to Title I funds and the LCAP. These meetings also present an opportunity for the community to review and update the Parent Involvement Policy.

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

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

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

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

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

1. <u>Delineation of School-Based and Central Responsibilities</u>

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
● *School Director* – responsible for overseeing all aspects of the school's local operations including responsibility for ensuring that the school's instructional program features full implementation of 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. ● *Dean of Students* – works in close partnership with the School Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents/guardians. ● *IT Staff* – works closely with central staff to ensure that IT systems architecture is fully implemented at HTH site level, providing the site's students, parents/guardians, and staff full access to the array of IT services that support teaching, learning and site operations. ● *Site Manager* – ensures that administrative, clerical, and front office functions are performed at the site level and works closely with the central staff to make sure that information from the site is available on a timely basis regarding compliance matters and fiscal control. ● *Custodian* – ensuring that the facility is maintained in a manner that supports teaching and learning.	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: ● High Tech High Board Support ● Governance Support ● Strategic Planning ● Operation and Fiscal Planning ● Property/Facilities Acquisition and Financing ● Facilities Design, Renovation and Maintenance ● Payroll, Benefits ● Human Resources Support ● IT Services ● Business Services ● Lunch Program Operations ● Admissions ● Legal Support ● Administrative Services ● Charter Development ● Community Engagement ● Teacher Credentialing ● Curriculum Development Support ● Professional Development for Directors and Teachers ● Program Monitoring, Compliance, and Quality Assurance ● Special Education Services ● Fundraising ● Grant Generation ● Environmental Health and Safety

2. Chief Executive Officer (CEO)

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

3. School Director

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

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

4. Teachers

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

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

HTH recognizes that its teachers must meet the Every Student Succeeds Act ("ESSA") requirements. HTH teachers are required to hold a CTC certificate, permit, or other document required for the teacher's certificated assignment. However, HTH believes that an interdisciplinary structure is an important component of its Project-Based Learning approach, and teachers may be called upon to teach more than one subject. HTH may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. HTH may also request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Moreover, within the provisions of the law, HTH reserves the right to recruit and hire the best qualified person to fill any of its position vacancies.

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

5. Other Staff Members

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

6. Policy Against Discrimination

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

7. Professional Development

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

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

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

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

a. The **New Teacher Odyssey** is held every August before the start of the new school year where School Directors, veteran teachers, and other members of the High Tech High community come together for new teacher preparation and project development and tuning.

b. **Weekly Directors Meetings** held at the start of almost every week where School Directors come together with central administrators to discuss pertinent and timely school management matters and program delivery.

c. **Director Professional Development Meetings** are held approximately ten times a year. These meetings offer School Directors the opportunity to dive deeper into key topics.

d. **Dean Meetings** are held approximately six times a year. Deans get together to discuss current issues, engage in case studies, and review data regarding student discipline and school culture matters.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

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

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

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

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

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

ELEMENT H: BALANCE OF DEMOGRAPHICS

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

HTH focuses its student recruitment efforts on achieving diversity within the parameters of applicable law in an effort to serve student bodies that are reflective of the racial, ethnic, and socio-economic demographics of the broader geographic areas where the campus is located.

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

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

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

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

High Tech High's Chief Financial Officer (CFO) and Controller will have oversight responsibility for HTH's annual audits. HTH will contract with an independent auditor with experience in education finance, from the Certified Public Accountants Directory published by the State Controller's Office, for an annual financial audit that will be conducted pursuant to Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of HTH will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

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

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

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and

- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the County and the School by no later than the following June 30 or other time as may be mutually agreed to.

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

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

ELEMENT J: STUDENT SUSPENSIONS AND EXPULSIONS

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

Overview of Disciplinary Actions

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

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

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

Suspension and Expulsion as Disciplinary Actions

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

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

1. Mandatory Suspension and Mandatory Recommendation of Expulsion. The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:

    a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous object.

2. Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:

    a. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

    b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

    c. Possession or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    d. The causation or attempted causation of physical injury to other person(s), or self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.

    e. The threat of physical injury to self, other individual(s), and/or the school community, including, but not limited to threats of sexual assault, or school-wide violence.

f. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel. A student in grades TK-8 shall not be suspended for this offense, and no student in any grade level may be expelled for this offense.

g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.

h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.

i. Extortion.

j. Sexual harassment.

k. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.

m. Violations of HTH's academic policies, including, but not limited to plagiarism and/or cheating.

n. Violations of HTH's information technology ("IT") policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

o. Violations of HTH's community standards and conduct policies as articulated throughout the Student & Parent Handbook.

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

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

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

Authority to Impose Discipline

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

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

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

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

Suspensions

1. **Suspension Pending Investigation**

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

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

For suspensions of fewer than ten days:

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

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

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

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

2. Suspension Pending Expulsion Hearing

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

3. Suspension Conference

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

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

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

Expulsions

1. **Expulsion Hearings**

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

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

2. **Right to Appeal Hearing Officer's Determination**

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

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

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

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

Updates to Suspension and Expulsion Procedures

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

ELEMENT K: RETIREMENT SYSTEMS

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

ELEMENT L: DISPUTE RESOLUTION PROCESS

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

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

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

ELEMENT M: STUDENT ADMISSIONS AND ATTENDANCE

1. Admissions Information

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

2. General Procedures for New Applicants for Admission

The following are admissions requirements for new applicants:

a. A parent or guardian must complete and submit a simple, non-discriminatory application form by a published deadline before the ending of the open enrollment period.

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

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

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

3. Matriculation and Transfers of Current HTH Students

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

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

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

4. Admissions Priorities

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

a. Returning or existing students in good standing are exempt from the lottery in accordance with Education Code Section 47605.6(d)(2)(B).

b. Children of employees or board members of High Tech High, High Tech High Foundation, or HTH Learning. This priority is capped at 10% of total enrollment.

c. Students being promoted from or transferring from another school that is operated by High Tech High (who also complete the application process in a timely fashion).

d. Siblings of students currently attending schools operated by High Tech High, if there is space available within the applicant's zip code cluster (see below).

e. Students who reside within the County of San Diego.

f. For the North County Campus Only: Students residing within the attendance area of, and/or currently attending La Mirada Academy (formerly Alvin Dunn Elementary School).

g. All other students permitted by law.

5. Admissions Lottery

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

Within the context of this admission process, HTH seeks to deliver on the spirit and intent of *Brown vs. Board of Education* by using legally-permissible means to enroll a profile of students representative of the racial, ethnic, socio-economic, and other demographic diversity of the region where HTH schools operate. In this regard, HTH employs certain weighting mechanisms in relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and socio-economic status are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zip code cluster that have been

admitted from returning, promoting and transferring students, sibling preferences and board member or employee preferences.

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

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

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

6. <u>Acceptance, Notification and Waiting Pool</u>

Once the initial openings have been filled using the procedures described above, HTH will notify chosen applicants and inform them of their option to enroll in an HTH school. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with HTH's admissions policies as delineated above. When names are drawn, HTH will notify the applicants that they have the option of enrolling in an HTH school. Notifications will give applicants at least three full business days to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter, or email, HTH will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the High Tech High Board.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

ELEMENT O: EMPLOYEE RETURN RIGHTS

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

ELEMENT P: CLOSURE PROCEDURES

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

State and Countywide Benefits

BY DESIGN, HTH DEVELOPS QUALIFIED TEACHERS, INCLUDING STEM TEACHERS

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

HTH Teacher Credentialing & Educator Professional Development

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

High Tech High teacher education programs are based on the premise that theory must be grounded in practice. Thus, all educators participate in practicum based education and have constant opportunities to "put to practice" what they are learning in coursework. This approach is consistent with recommendations from the National Council for Accreditation for Teacher Education[12], including the recommendation that "credentialing programs need to be turned upside down" so that programs "are fully grounded in clinical practice and interwoven with academic content and professional courses," and that "clinical preparation is integrated through every facet of teacher education in a dynamic way."

High Tech High's model of teacher education is being looked at across the state and nation as a better way to prepare teachers for classroom practice. The article, "Another Innovation from High Tech High - Embedded Teacher Training," published in Phi Delta Kappan in early 2016, provides more detail about the philosophy and practice of the HTH District Intern Program. Additionally, High Tech High's District Intern Program was one of seven programs featured in Linda Darling-Hammond's 2019 book, *Preparing Teachers for Deeper Learning*. The program was highlighted for its innovative approach to supporting new teachers in the classroom.

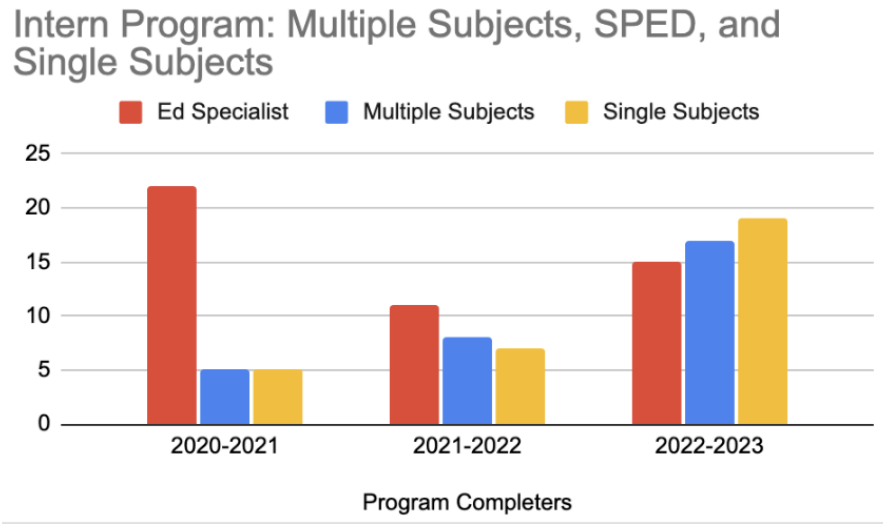
HTH District Intern Program

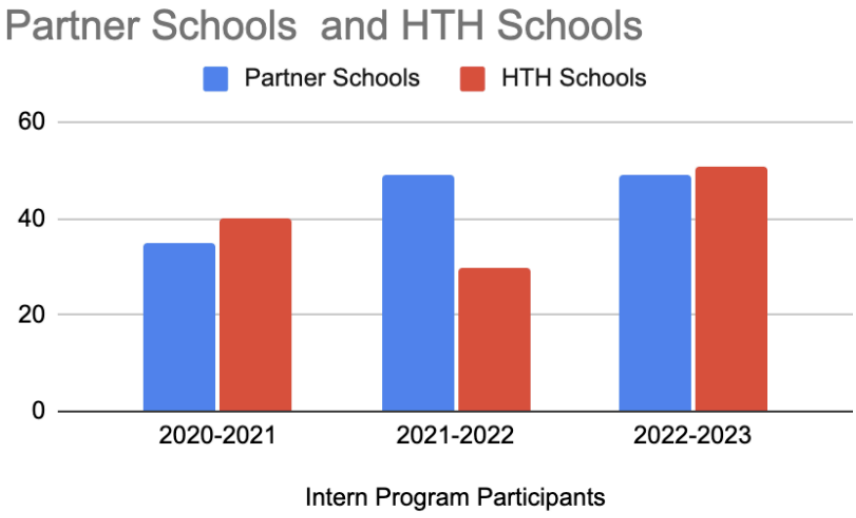
The California Commission on Teacher Credentialing approved HTH to operate a District Intern Program in 2004. HTH offers three types of teaching credentials: Single Subject, Multiple Subjects, and Education Specialist Mild/Moderate.

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

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

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

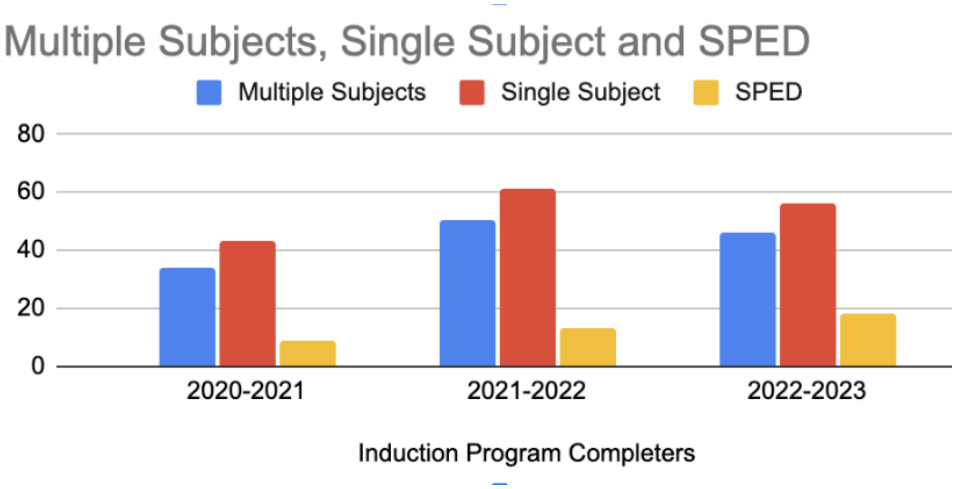


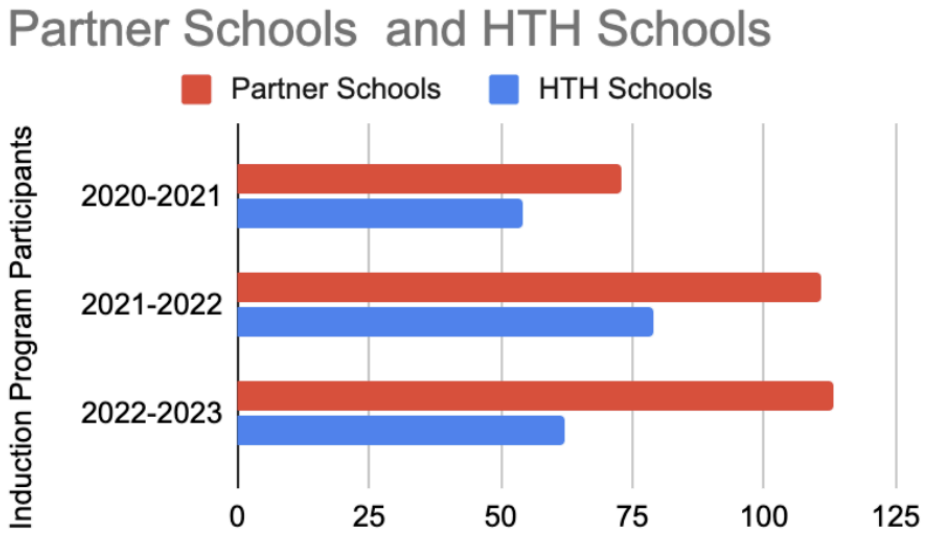


HTH Induction Program

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

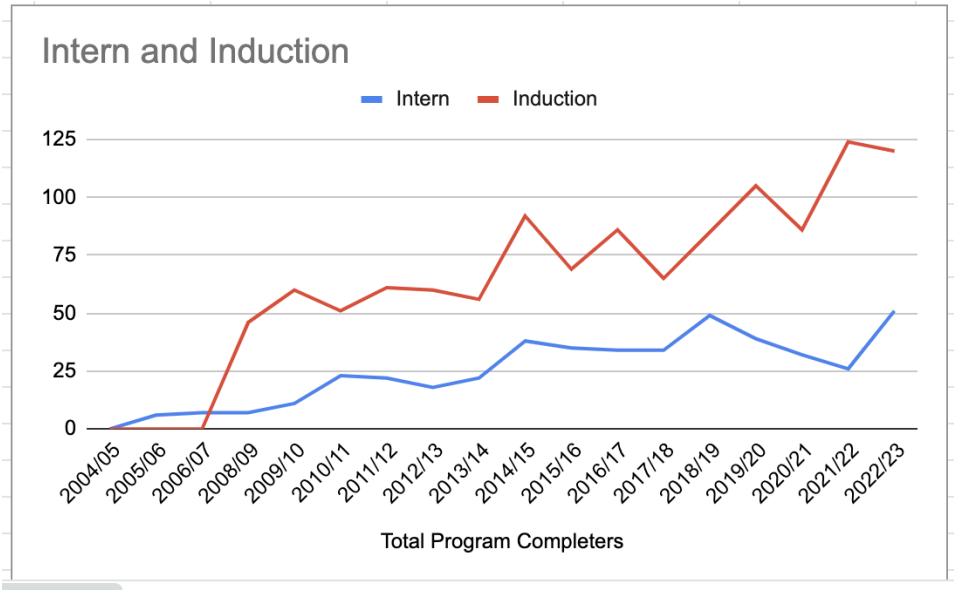
Over the last thirteen years, over 1,166 teachers from HTH schools and San Diego County partner schools have earned their Clear Credential through the HTH Induction Program. Since 2012, more than 60% of the teachers enrolled in the Induction Program work at schools outside of the HTH network.





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

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



HTH Graduate School of Education (GSE)

The HTH GSE is a separate, affiliated entity within the HTH family of organizations. In July 2015, the HTH GSE received accreditation from WASC Senior College and University Commission ("WSCUC"). The HTH GSE offers a Master's in Educational Leadership. Like the HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic, and relevant. To date, the HTH GSE has had 121 graduates from the master's program, with 52% of candidates from outside of the High Tech High K-12 schools.

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

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

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

California Career Pathways PBL Leadership Academy

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

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

HTH Visitors

Educators and other professionals from across the state, the nation and around the world seek opportunities to visit the HTH K-12 schools for their own continued learning. Over 20,000 guests came to the HTH schools for tours, residencies, conferences or other professional development opportunities. Visitors came from 50 states and over 60 countries.

New School Creation Fellowship and Professional Learning

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

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

HTH educators are regularly requested to visit schools across the state and around the world to facilitate professional development workshops and speak at educational conferences, sharing best practices from HTH schools and providing inspiration and guidance for schools and local educational agencies hoping to learn from HTH. During the 2018-19 school year, and the following summer, HTH teachers visited 43 locations across the state and around the world, as single facilitators or in teams as large as six, to lead professional development for groups ranging from small charter schools to whole K–12 districts engaged in deep systemic school reform.

ASSURANCES

1. High Tech High shall be deemed the exclusive public school employer of the employees of HTH) for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
2. HTH shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. [Ref. Education Code Section 47605.6(d)(1)]
3. HTH shall, on a regular basis, consult with our parents, legal guardians, and teachers regarding HTH's educational programs. [Ref. Education Code Section 47605.6(d)(1)]
4. HTH shall admit all students who wish to attend HTH schools, and who submit a timely application, unless HTH receives a greater number of applications than there are spaces for students, in which case each applicant will be given a chance of admission through a random lottery process. Except as required by Education Code Section 47605.6(e)(2), or provided by the terms of this charter, admission to HTH shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given in accordance with the terms of the charter and applicable law. In the event of a drawing, the County shall make reasonable efforts to accommodate the growth of HTH in accordance with Education Code Section 47605.6(e)(2)(C).
5. HTH shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
6. HTH shall adhere to all applicable provisions of federal law relating to students with disabilities, including but not limited to the Individuals with Disabilities Education Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

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

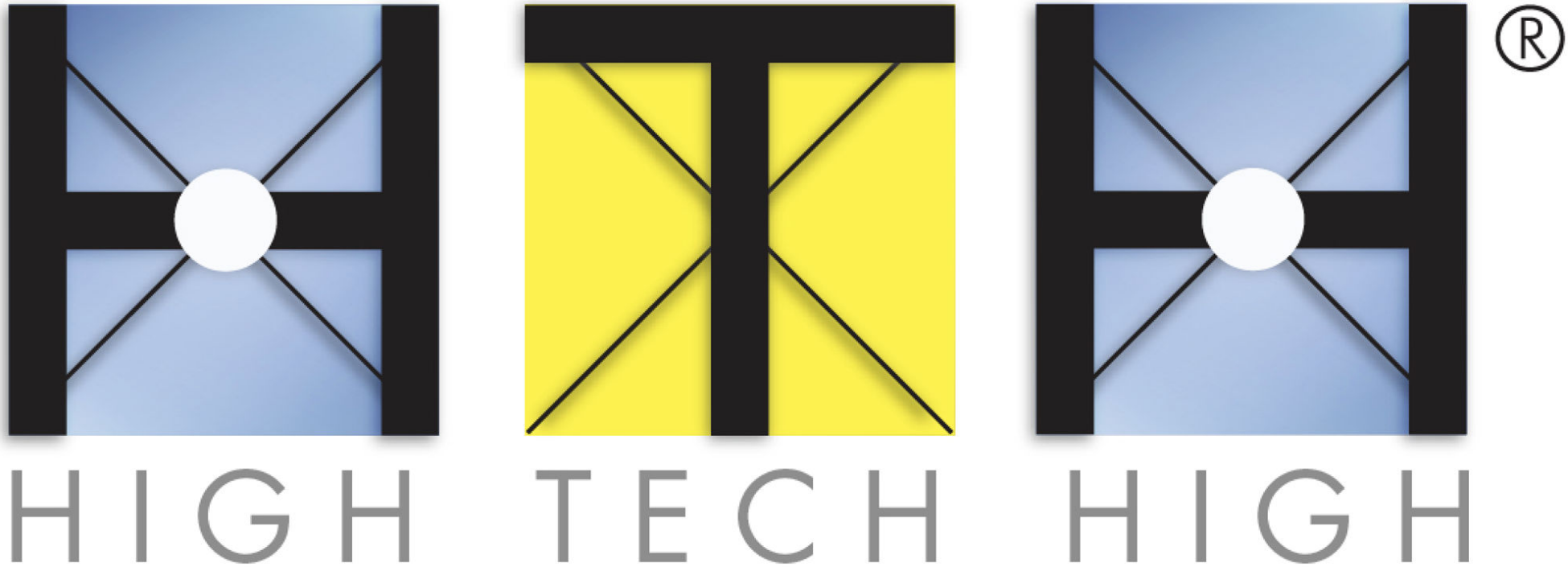
19. HTH shall comply with any applicable jurisdictional limitations to locations of its facilities.
20. HTH shall comply with all laws establishing the minimum and maximum age for public school enrollment.
21. HTH shall comply with Education Code Section 47604.1 and be subject to the Ralph M. Brown Act,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

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

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

7.1.2025
Date

APPENDIX A



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
High Tech High - SBC	Janie Griswold Chief Learning Officer	jgriswold@hightechhigh.org 619-243-5000

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

HTH SBC Schools are public charter schools in San Diego that serve approximately 3815 students in grades K-12. HTH SBC Schools are part of the High Tech High (HTH) network of charter schools, which serves over 6500 students, at sixteen schools, in grades K-12 across San Diego County. High Tech High's first school was founded in 2000, a single high school focused on bringing together a diverse group of

learners from across San Diego, with a focus on success in high school and post-secondary education and career. Across its sixteen schools HTH seeks to disrupt the norm of segregated schools across California and the nation. (https://www.gao.gov/products/gao-22-104737). HTH seeks to realize a common intellectual mission of high academic achievement and outcomes for all students. Each HTH school is intentionally integrated and diverse across a range of ethnicities, identities, social class backgrounds, and life experiences.

HTH is guided by four design principles: Equity, Personalization, Authentic Work, and Collaborative Design. To further equity in its schools, HTH uses a zip-code based lottery system to ensure that all HTH schools are reflective of the community demographics of the regions surrounding its campuses, and that each school serves a significant percentage of low-income students. Moreover, HTH intentionally concentrates its student recruitment efforts on low-income communities with historically low college matriculation rates. According to the California Dashboard, 42% of HTH SBC students qualify as socioeconomically disadvantaged. English Learners represent 12% of the HTH SBC student body, which homeless and/or foster youth are 0.1% of the population.

HTH SBC Schools strive to provide all students rigorous and relevant academic, civic, and life skills while preparing them for success in secondary education, postsecondary education, and productive citizenship. In this context, the primary goals for HTH are: to provide all HTH students with a meaningful education and to graduate students who will be thoughtful, engaged citizens ready to take on the leadership challenges present in the world. HTH schools also strive to increase the number of socioeconomically disadvantaged students who succeed in high school and postsecondary education, and in the fields of math, computer science, and engineering.

With its design principles, common mission, and goals in mind, HTH creates socially integrated non-tracked learning environments. HTH students are well-known 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 inquisitive, resilient and lifelong learners. They develop a sense of belonging in academic and real-world settings. From the early years, university is part of the discourse at HTH schools, where faculty and students demystify and discuss college as an accessible and viable goal. HTH teachers create and facilitate innovative learning experiences, grounded in project based learning practices, with an accompanying focus on the development of foundational mathematics and literacy skills necessary to engage in high-level project based learning. The program is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance based: students of all ages regularly present their learning to their peers, family, and the community at large. Students engage in coursework and experience that support them with career readiness, including academic internships and completion of a CTE pathway. 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, complete academic internships with local businesses, governmental agencies, and nonprofits.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Academic Performance:
The ELA performance indicator on the California School Dashboard is Yellow. For ELA there are no subgroups in red, and the following student subgroups are in orange: English Learners, Hispanic, and Socioeconomically Disadvantaged. ELA scores decreased slightly as

compared to the previous year dashboard. The Mathematics performance indicator on the California School Dashboard in Yellow. For Mathematics there are no subgroups in red, and the following student subgroups are in orange: English Learners, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. Mathematics scores increased as compared to the previous year dashboard. The English Learner Progress Indicator on the California School Dashboard is Blue, with 59% of students making progress towards English proficiency. This is an increase of 16% from the previous year dashboard. HTH SBC continues to focus on supporting student academic achievement in ELA and mathematics. Elementary school teachers have participated in Professional Learning related to the Science of Reading. They are providing consistent, daily, literacy instruction to students through differentiated groups within the classroom, and through additional interventions for students who are in greater need. Differentiation in mathematics will be a focus across HTH SBC schools for the 2024-25 school year, with teachers participating in professional learning and communities of practice with a mathematics focus. Additionally, schools will focus on improving mathematics instruction for English Learner students who have disproportionately lower mathematics scores.

Academic Engagement:
The Chronic Absenteeism indicator on the California School Dashboard is Yellow, with 21% of students reported as chronically absent. Although this is an improvement from the previous year dashboard, increasing student attendance remains an area of focus for HTH SBC schools. The Graduation Rate is Blue with 98% of students reported as graduating. HTH SBC schools engaged in two attendance campaigns during the course of the 2023-24 school year and worked closely with families of students who were chronically absent to increase their attendance. The schools will continue these efforts during the 2024-25 school year, as we continue to strive to achieve pre-pandemic attendance numbers.

Conditions and Climate:
The Suspension Rate indicator on the California School Dashboard is Green, with 2.1% of students reported as being suspended at least one day. The suspension rate across schools declined from the previous year dashboard. HTH school deans and staff have participated in professional learning related to Restorative Practices and continue to strive to decrease suspension rates. Students and families at HTH SBC schools completed the YouthTruth school climate survey. In this survey, 75% of students (national percentile rating) reported that they feel part of this community. 84% of families responded positively to the prompt: Adults from my school respect people of different races/ethnicities. 78% of families responded positively to the prompt: I believe in my school's mission.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel	Participated in a staff meeting focused on LCAP goals, actions, and expenditures in spring of 2024.
School Leadership	Met with HTH Chief Learning Officer 1-on-1 to discuss their school's LCAP goals, progress, planned actions, and planned expenditures.
Students	Participated in meetings focused on LCAP goals, actions, and expenditures in spring of 2024. These topics were included in general parent meetings and ELAC meetings. Provided feedback via the annual YouthTruth school climate survey.
Families and Caregivers	Provided feedback via the annual YouthTruth school climate survey and during student focus group meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- Funding for a school-based EL Teacher
- Additional academic supports targeted to EL students
- Additional academic supports for all students who need additional support, especially in foundational literacy and mathematics skills
- College and career information provided for families in Spanish

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of student project exhibitions that include evidence of reading, writing, or mathematical skills aligned with CCSS.	98%			98%	
1.2	YouthTruth family survey describing the degree to which I understand my school's mission. National Percentile Ranking.	78%			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	YouthTruth family survey describing the degree to which I would recommend my school to parents seeking a school for their child. National Percentile Ranking.	64%			85%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Exhibitions of Student Learning	Host biannual exhibitions and invite community members to participate. Convene Student Led Conferences (SLCs) and Presentations of Learning (POLs) where families can hear from their children about their learning, reflections on academic and socio-emotional learning, and student goals.		No

Action #	Title	Description	Total Funds	Contributing
1.2	Project-Based Learning Professional Development	Provide professional learning experiences aligned with project-based learning instruction for teachers.		No
1.3	Community Outreach Coordinator	Fund position of community outreach coordinator to create richer internship and project experiences and to create deeper relationships with the community.	$353,853.41	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Student-Centered Instruction: HTH teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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, and science is motivated by the CA dashboard where ELA and Math indicators suggest an opportunity for growth, particularly for socioeconomically disadvantaged and EL students. In addition to site-based professional development opportunities, three days of professional learning focused on literacy, numeracy, and science instruction, in the context of project based learning, are planned for the 2024-25 school year, with a focus on incorporating strategies that support the academic growth and achievement of EL students. Additionally, HTH teachers and leadership are participating in the CORE Districts California Mathematics Curriculum and Instruction Network. Participation in this network is a two-year commitment in which teams develop a vision for math instruction at their schools (grounded in the new California Math Framework) and work collaboratively to plan a scope and sequence of professional learning in mathematics for organization or district.

HTH plans to employ instructional strategies that are aligned with a student-centered approach. One example is the implementation of Cognitively Guided Instruction (CGI) in mathematics classrooms. HTH has chosen to implement the CGI approach because it is an evidence-based, student-centered, philosophical framework and set of teaching practices that supports and builds on students' problem solving abilities. HTH also plans to support teachers with mathematics and literacy curriculum aligned with student centered approaches and with the Common Core State Standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Reclassification Status Indicator/Dashboard Color	Blue			Blue	
2.2	ELA CA Dashboard Color	Yellow			Green	
2.3	Math CA Dashboard Color	Yellow			Green	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Literacy Professional Development	Provide professional learning experiences for teachers aligned with a student-centered model of literacy.		No

Action #	Title	Description	Total Funds	Contributing
2.2	Math Professional Development	Provide mathematics professional learning experiences for teachers aligned with a student-centered model of mathematics.		No
2.3	Supports and Services for EL Students	Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic support and services for EL students. Each site has an EL coordinator or teacher responsible for providing and coordinating services and for the reclassification process.	$515,498.12	Yes
2.4	Small group math instruction focused on SED students	Classroom teachers will differentiate mathematics instruction through small intervention groups, based on student level. Teachers and school leadership teams will look at disaggregated student data during staff meetings to track mathematics achievement for SED students.	$0.00	Yes
2.5	Professional Development for math educators related to ELD standards and strategies	Math educators and all elementary educators will receive professional development related to ELD standards and strategies in the mathematics classroom.	$0.00	Yes
2.6	Professional Development for ELA educators related to ELD standards and strategies	ELA educators and all elementary educators will receive professional development related to ELD standards and strategies in the ELA classroom.		Yes
2.7	Collaboration between special education and general education teachers	Special education and general education teachers will collaborate to co-plan and implement accommodations for students with disabilities, with a focus on reading comprehension and writing proficiency.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To address the socio-emotional needs and nurture a culture of belonging, HTH schools will prioritize structures such as: classroom morning meetings, advisory, and home visits. HTH schools are small learning communities characterized by strong student to student and student to staff relationships. HTH schools will also focus on increased mental health supports for students at this time.

Structures such as advisory, 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 70th 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 70th percentile nationally. Since research suggests that "Restorative justice is a useful method of keeping students in school while promoting positive relationships," HTH schools will continue to focus on using restorative practices in response to student discipline issues. HTH schools will continue 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 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 encourage to think of themselves as inquisitive, resilient, lifelong learners, who have agency in their learning and achievement.

(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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rate of chronic absenteeism [CA Dashboard]	Yellow - 21.4% chronically absent			Green	
3.2	Rate of chronic absenteeism SED students [CA Dashboard]	Yellow - 25.4% chronically abset			Green	
3.3	Suspension rate [CA Dashboard]	Green - 2.1% suspended at least one day			Green	
3.4	Suspension rate SED students [CA Dashboard]	Green - 2.6% suspended at least one day			Green	
3.5	YouthTruth student survey describing the degree to which students believe "I am a part of the community." National percentile ranking.	75%			85%	
3.6	YouthTruth family survey describing the degree to which families believe, "My school is respectful of different races and ethnicities." National percentile ranking	84%			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Restorative Practices Implementation	Implement restorative practices and support the development and maintenance of a happy and healthy student community. Fund school deans to lead this work.	$1,837,717.34	Yes
3.2	Restorative Practices Professional Learning	Provide ongoing professional learning for teachers, deans, and leaders to collaborate and improve use of restorative practices		No

Action #	Title	Description	Total Funds	Contributing
3.3	Align actions to results of sense of belonging survey	Support collaboration across schools in examining data regarding sense of belonging from student survey in order to identify and spread best practices across HTH schools.		No
3.4	Chronic Absenteeism Intervention for SED students.	School leadership, teachers, and site manager implement chronic absenteeism interventions for SED students, including: home visits, meetings with families, and letters home.	$0.00	Yes
3.5	Implementation of restorative practices for students with disabilities	Special education staff and school leadership will collaborate to implement behavior supports for students with disabilities when necessary, with a particular focus on implementation of restorative practices with this subgroup of students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Support for Struggling Students: HTH schools provide targeted interventions to students in need of additional support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HTH recognizes that some students encounter difficulties that hinder their success in school, and that early and deliberate intervention can help increase student achievement and the likelihood of graduation. HTH will place an acute focus on students who are below grade level and students who have not made sufficient academic progress during the 2023-24 school year.

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, suspension, and referral to be assessed for special education services.

Understanding this reality, HTH strives to improve and sustain supports most likely to benefit these groups. HTH is implementing Positive Discipline at the elementary school level by providing relevant professional development to all teachers. According to researchers, Positive Discipline, "Promotes a variety of specific strategies for helping children develop a sense of belonging as well as healthy coping strategies to deal with stress." Additionally, HTH is implementing Social Emotional Learning Curriculum (Second Step or Sources of Strength) at all school levels.

Gfroerer, Kelly, et al. "Positive Discipline: Helping Children Develop Belonging and Coping Resources Using Individual Psychology." Journal of Individual Psychology.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	YouthTruth Family Survey: I feel comfortable approaching teachers about my child's progress. National Percentile Ranking.	76%			85%	
4.2	YouthTruth Family Survey: Adults from my school respect people of different races/ethnicities	84%			90%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic support staff	Academic coaches, academic support teachers, and apprentice teachers provide additional academic support to identified students. In addition, provide additional staff to facilitate literacy interventions.	$1,036,497.13	Yes
4.2	Student Success Teams	Provide training and professional development for Student Success Team (SST) site leaders to work with students identified as having behavioral challenges that are affecting their learning.		No
4.3	Attendance	Work with school staff to implement chronic absenteeism interventions.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

HTH is particularly focused on the rate at which 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 high school. A recent study by Ben Castleman and Joshua Goodman indicates that high quality college counseling can lead to an improvement in college math for low income students. 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 in an effort to increase the rate at which HTH seniors who report plans to attend college successfully enroll in and attend college the fall after their senior year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students enrolled in A-G coursework	97%			98%	
5.2	Percentage of students seamlessly enrolling in college (NSC)	80%			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percentage of students completing FAFSA	90%			92%	
5.4	Percentage of students seamlessly enrolling in a 4 year college (NSC)	59%			65%	
5.5	HTH anticipated six year college graduation rate (NSC)	49%			50%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College counseling support	Provide college counseling support to students in completing FAFSA, college applications, SAT/ACT, and matching students to college where they are most likely to succeed and graduate.		No
5.2	Community College partnerships	Deepen relationships with community college partners to increase the number of students taking college coursework in English and mathematics		No
5.3	Reduce summer melt	Engage in summer melt text message campaign to increase the rate at which students seamlessly enroll in college.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Maintain Safe Inspiring Learning Spaces	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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. 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 classwork, 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 awarding of LEED certified status for some HTH buildings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of credentialed teachers	99%			99%	
6.2	Percent of teachers with access to a budget to purchase instructional materials	99%			99%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	YouthTruth family survey: My school is a safe place to learn. National Percentile rating	63%			75%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Safe and inspiring learning spaces	Provide highly qualified credentialed teachers, appropriate school supplies, and well maintained facilities optimized for learning.	$49,202,729.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,743,566	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.443%	0.000%	$0.00	9.443%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Community Outreach Coordinator **Need:** Support community engagement and connections internally and externally **Scope:**	Community outreach coordinator works with all students, with a particular focus on English Learners, Foster Youth, and Low Income students	YouthTruth School Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.1	**Action:** Restorative Practices Implementation **Need:** Increase student sense of belonging **Scope:** LEA-wide Schoolwide	School deans and psychologists implement restorative practices with a focus on English Learners, Foster Youth, and Low Income students	Suspension Rate - all students and SED students
4.1	**Action:** Academic support staff **Need:** Provide academic and other supports to students who are struggling to increase academic achievement and student sense of belonging. **Scope:** LEA-wide Schoolwide	Academic support staff provide interventions and tutoring support to all students, with a particular focus on English Learners, Foster Youth, and Low Income students.	YouthTruth School Climate Survey

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Supports and Services for EL Students **Need:** Designated and integrated English Language Development instruction. **Scope:** Limited to Unduplicated Student Group(s)	EL teacher or coordinator provides instruction to students and/or supports general education teachers in integrating strategies that support EL students in classroom instruction.	EL Progress Indicator - CA Dashboard.
2.4	**Action:** Small group math instruction focused on SED students **Need:** Increase mathematics achievement for SED students **Scope:** Limited to Unduplicated Student Group(s)	Small math intervention groups will allow teachers and support staff to meet the needs of individual students and address gaps in content knowledge and understanding. A routine of looking at disaggregated student achievement data during staff meetings will support this focus and alert staff if changes need to be made.	Math achievement data on CAASPP and math growth data on NWEA MAP assessment.
2.5	**Action:** Professional Development for math educators related to ELD standards and strategies **Need:** Increase math academic achievement for EL students	Mathematics educators, and elementary educators, will receive professional development related to ELD strategies in the math classroom which will support them with implementing ELD standards in the context of mathematics.	Math achievement data on the CAASPP and growth data on NWEA MAP assessment.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.6	**Action:** Professional Development for ELA educators related to ELD standards and strategies **Need:** Increase ELA academic achievement for EL students **Scope:** Limited to Unduplicated Student Group(s)	ELA educators, and elementary educators, will receive professional development related to ELD strategies in the ELA classroom which will support them with implementing ELD standards in the context of reading and writing instruction.	ELA achievement data on the CAASPP and growth data on NWEA MAP assessment.
3.4	**Action:** Chronic Absenteeism Intervention for SED students. **Need:** Increase belonging and decrease the rate of chronic absenteeism for SED students **Scope:** Limited to Unduplicated Student Group(s)	SED students have a disproportionately high rate of chronic absenteeism at some HTH SBC Schools. This action will support increased belonging and attendance rate for this subgroup of students.	Chronic absenteeism rate for SED students (CA Dashboard)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:13	
Staff-to-student ratio of certificated staff providing direct services to students	1:11	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	39,645,862	3,743,566	9.443%	0.000%	9.443%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$43,389,428.00	$6,630,702.00	$442,000.00	$2,484,165.00	$52,946,295.00	$35,725,339.85	$17,220,955.15

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Exhibitions of Student Learning	All	No				annual								
1	1.2	Project-Based Learning Professional Development	All	No			All Schools	annual								
1	1.3	Community Outreach Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		annual	$353,853.41	$0.00	$353,853.41				$353,853.41	
2	2.1	Literacy Professional Development	All	No				annual								
2	2.2	Math Professional Development	All	No				annual								
2	2.3	Supports and Services for EL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		annual	$515,498.12	$0.00	$515,498.12				$515,498.12	
2	2.4	Small group math instruction focused on SED students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income		annual	$0.00	$0.00	$0.00				$0.00	
2	2.5	Professional Development for math educators related to ELD standards and strategies	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners		annual	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.6	Professional Development for ELA educators related to ELD standards and strategies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
2	2.7	Collaboration between special education and general education teachers	Students with Disabilities	No				annual	$0.00	$0.00	$0.00				$0.00	
3	3.1	Restorative Practices Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		annual	$1,837,717.34	$0.00	$1,837,717.34				$1,837,717.34	
3	3.2	Restorative Practices Professional Learning	All	No				annual								
3	3.3	Align actions to results of sense of belonging survey	All	No				annual								
3	3.4	Chronic Absenteeism Intervention for SED students.	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income		annual	$0.00	$0.00	$0.00				$0.00	
3	3.5	Implementation of restorative practices for students with disabilities	Students with Disabilities	No				annual	$0.00	$0.00	$0.00				$0.00	
4	4.1	Academic support staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		annual	$1,036,497.13	$0.00	$1,036,497.13				$1,036,497.13	
4	4.2	Student Success Teams	All	No				annual								
4	4.3	Attendance	All	No				annual								
5	5.1	College counseling support	All	No				annual								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.2**	Community College partnerships	All	No				annual								
5	**5.3**	Reduce summer melt	All	No				annual								
6	**6.1**	Safe and inspiring learning spaces	All	No				annual	$31,981,773.85	$17,220,955.15	$39,645,862.00	$6,630,702.00	$442,000.00	$2,484,165.00	$49,202,729.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
39,645,862	3,743,566	9.443%	0.000%	9.443%	$3,743,566.00	0.000%	9.443 %	**Total:**	$3,743,566.00
								LEA-wide Total:	$3,228,067.88
								Limited Total:	$515,498.12
								Schoolwide Total:	$3,228,067.88

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Project-Based Learning Professional Development				All Schools		
1	1.3	Community Outreach Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$353,853.41	
2	2.3	Supports and Services for EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners		$515,498.12	
2	2.4	Small group math instruction focused on SED students	Yes	Limited to Unduplicated Student Group(s)	Low Income		$0.00	
2	2.5	Professional Development for math educators related to ELD standards and strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners		$0.00	
2	2.6	Professional Development for ELA educators related to ELD standards and strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Restorative Practices Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$1,837,717.34	
3	3.4	Chronic Absenteeism Intervention for SED students.	Yes	Limited to Unduplicated Student Group(s)	Low Income		$0.00	
4	4.1	Academic support staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$1,036,497.13	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$43,550,562.69	$43,550,562.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Exhibitions of Student Learning	No		
1	**1.2**	Project Based Learning Professional Development	No		
1	**1.3**	Community Outreach Coordinator	Yes	$106,341.75	$106,341.75
2	**2.1**	Literacy Professional Development	No		
2	**2.2**	Math Professional Development	No		
2	**2.3**	Supports and Service for EL Students	Yes	$643,992.32	$643,992.32
3	**3.1**	Restorative Practices Implementation	Yes	$1,104,572.00	$1,104,572.00
3	**3.2**	Restorative Practices Professional Learning	No		
3	**3.3**	Align actions to results of sense of belonging survey	No Yes	$2,736,898.62	$2,736,898.62
4	**4.1**	Academic support staff			
4	**4.2**	Student Success Teams			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	Attendance			
5	**5.1**	Attendance	No		
5	**5.2**	Community College partnerships	No		
5	**5.3**	Reducing summer melt			
6	**6.1**	Safe and inspiring learning spaces	No	$38,958,758.00	$38,958,758.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,610,222	$4,591,804.69	$4,591,804.69	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Community Outreach Coordinator	Yes	$106,341.75	$106,341.75		
2	2.3	Supports and Service for EL Students	Yes	$643,992.32	$643,992.32		
3	3.1	Restorative Practices Implementation	Yes	$1,104,572.00	$1,104,572.00		
3	3.3	Align actions to results of sense of belonging survey	Yes	$2,736,898.62	$2,736,898.62		

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
38,958,758	3,610,222	0	9.267%	$4,591,804.69	0.000%	11.786%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

APPENDIX B

HIGH TECH HIGH

CONSOLIDATED AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2023

A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING SIXTEEN (16) CALIFORNIA CHARTER SCHOOLS

High Tech High
High Tech Elementary Explorer
High Tech Middle
High Tech High Media Arts
High Tech High International
High Tech Middle Media Arts
High Tech Elementary
High Tech High North County
High Tech High Chula Vista
High Tech High Mesa
High Tech Middle North County
High Tech Middle Chula Vista
High Tech Middle Mesa
High Tech Elementary North County
High Tech Elementary Chula Vista
High Tech Elementary Mesa

AND CONSOLIDATED WITH

High Tech High Facilities, LLC.

HIGH TECH HIGH
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JUNE 30, 2023

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
High Tech High
San Diego, California

Report on the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of High Tech High which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of High Tech High as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of High Tech High and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in section O of Note 1 to the financial statements, in 2022-23 High Tech High adopted new accounting guidance, ASU No. 2016-02, *Leases (Topic 842)*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about High Tech High's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of High Tech High's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about High Tech High's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2023, on our consideration of High Tech High's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of High Tech High's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering High Tech High's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
December 15, 2023

HIGH TECH HIGH
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

	High Tech High	High Tech High Facilities LLC	Eliminations	Consolidated Total
ASSETS				
Current assets				
Cash and cash equivalents	$ 47,277,425	$ -	$ -	$ 47,277,425
Accounts receivable	7,189,857	-	-	7,189,857
Prepaid expenses	122,585	-	-	122,585
Due from related entities	-	3,080	(3,080)	-
Contributions receivable, current portion	-	24,947	-	24,947
Total current assets	54,589,867	28,027	(3,080)	54,614,814
Noncurrent assets				
Capital assets, net	3,866,440	23,136,995	-	27,003,435
Right-of-use asset	96,309,787	-	-	96,309,787
Contributions receivable, long-term portion	-	835,736	-	835,736
Total noncurrent assets	100,176,227	23,972,731	-	124,148,958
Total Assets	$ 154,766,094	$ 24,000,758	$ (3,080)	$ 178,763,772
LIABILITIES AND NET ASSETS				
Current liabilities				
Accounts payable	$ 3,890,934	$ -	$ -	$ 3,890,934
Due to related entities	1,419,363	16,193,704	(3,080)	17,609,987
Deferred revenue	16,821,248	-	-	16,821,248
Total current liabilities	22,131,545	16,193,704	(3,080)	38,322,169
Noncurrent liabilities				
Operating lease liability	96,339,217	-	-	96,339,217
Total liabilities	118,470,762	16,193,704	(3,080)	134,661,386
Net assets				
Without donor restrictions	34,211,590	7,807,054	-	42,018,644
With donor restrictions	2,083,742	-	-	2,083,742
Total net assets	36,295,332	7,807,054	-	44,102,386
Total Liabilities and Net Assets	$ 154,766,094	$ 24,000,758	$ (3,080)	$ 178,763,772

The notes to the consolidated financial statements are an integral part of this statement.

HIGH TECH HIGH
CONSOLIDATED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

	High Tech High					
	Without Donor Restrictions	With Donor Restrictions	Total	High Tech High Facilities LLC	Eliminations	Consolidated Total
SUPPORT AND REVENUES						
Federal and state support and revenues						
Local control funding formula, state aid	$ 47,148,377	$ -	$ 47,148,377	$ -	$ -	$ 47,148,377
Federal revenues	6,591,896	1,214,114	7,806,010	-	-	7,806,010
Other state revenues	10,655,580	3,304,112	13,959,692	-	-	13,959,692
Total federal and state support and revenues	64,395,853	4,518,226	68,914,079	-	-	68,914,079
Local support and revenues						
Payments in lieu of property taxes	22,595,870	-	22,595,870	-	-	22,595,870
Grants and donations	783,633	781,772	1,565,405	-	-	1,565,405
Investment income, net	635,115	-	635,115	-	-	635,115
Other local revenues	3,696,819	8,012	3,704,831	947,686	(942,099)	3,710,418
Total local support and revenues	27,711,437	789,784	28,501,221	947,686	(942,099)	28,506,808
Donor restrictions satisfied	3,838,256	(3,838,256)	-	-	-	-
Total Support and Revenues	95,945,546	1,469,754	97,415,300	947,686	(942,099)	97,420,887
OPERATING EXPENSES						
Program services						
K-12 instruction	48,836,603	-	48,836,603	-	-	48,836,603
Instructional support	14,139,583	-	14,139,583	-	-	14,139,583
Educational facilities	7,077,204	-	7,077,204	967,046	(942,099)	7,102,151
Support to affiliates	649,739	-	649,739	-	-	649,739
Supporting services	-					
Management and general	17,992,897	-	17,992,897	942,241	-	18,935,138
Fundraising	25,760	-	25,760	-	-	25,760
Total Expenses	88,721,786	-	88,721,786	1,909,287	(942,099)	89,688,974
CHANGE IN NET ASSETS	7,223,760	1,469,754	8,693,514	(961,601)	-	7,731,913
Net Assets - Beginning	26,987,830	613,988	27,601,818	8,768,655	-	36,370,473
Net Assets - Ending	$ 34,211,590	$ 2,083,742	$ 36,295,332	$ 7,807,054	$ -	$ 44,102,386

The notes to the consolidated financial statements are an integral part of this statement.

HIGH TECH HIGH
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services					Supporting Services		
	K-12 Instruction	Instructional Support	Education Facilities	Support to Affiliates	Total	Management and General	Fundraising	Consolidated Total
EXPENSES								
Personnel expenses								
Certificated salaries	$ 28,701,130	$ 3,900,213	$ -	$ -	$ 32,601,343	$ 2,830,013	$ -	$ 35,431,356
Noncertificated salaries	2,669,840	3,246,697	-	-	5,916,537	4,850,287	-	10,766,824
Employee benefits	11,769,576	2,691,643	-	-	14,461,219	3,011,701	-	17,472,920
Total personnel expenses	43,140,546	9,838,553	-	-	52,979,099	10,692,001	-	63,671,100
Non-personnel expenses								
Books and supplies	2,108,134	2,231,939	-	-	4,340,073	228,009	-	4,568,082
Services and other operating	3,033,824	2,069,091	794,005	649,739	6,546,659	6,010,121	25,760	12,582,540
Subcontract with related entity	554,099	-	-	-	554,099	-	-	554,099
Leases to related entity	-	-	6,308,146	-	6,308,146	-	-	6,308,146
Depreciation	-	-	-	-	-	2,005,007	-	2,005,007
Total non-personnel expenses	5,696,057	4,301,030	7,102,151	649,739	17,748,977	8,243,137	25,760	26,017,874
Total Expenses	$ 48,836,603	$ 14,139,583	$ 7,102,151	$ 649,739	$ 70,728,076	$ 18,935,138	$ 25,760	$ 89,688,974

The notes to the consolidated financial statements are an integral part of this statement.

HIGH TECH HIGH
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 7,731,913
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation expense on capital assets	2,005,007
Lease expense from amortization of right-of-use asset	29,430
(Increase) decrease in operating assets	
Accounts receivable	1,834,683
Prepaid expenses	351
Due from related entities	1,398,195
Contributions receivable	24,949
Increase (decrease) in operating liabilities	
Accounts payable	(3,311,134)
Due to related entities	673,032
Deferred revenue	10,407,172
Net cash provided by (used in) operating activities	20,793,598
CASH FLOWS FROM INVESTING ACTIVITIES	
Transfer out of investments	56,081
Purchase of property and equipment	(738,727)
Net cash provided by (used in) investing activities	(682,646)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	20,110,952
Cash and cash equivalents - Beginning	27,166,473
Cash and cash equivalents - Ending	$ 47,277,425
SUPPLEMENTAL CASH FLOW INFORMATION	
Cash paid for interest	$ -

The notes to the consolidated financial statements are an integral part of this statement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

High Tech High ("HTH" or the "Organization"), located in San Diego County, was formed as a nonprofit public benefit corporation on April 19, 1999. HTH operates several charter schools in San Diego County. During the fiscal year ended June 30, 2023, the Organization operated the following active charter schools:

Charter School	Classes Began	Authorizing Agency*	Grades Served	Charter No.
High Tech High	9/1/2000	District	9 - 12	0269
High Tech Elementary Explorer	9/5/2000	District	K - 5	0278
High Tech Middle	9/2/2003	District	6 - 8	0546
High Tech High Media Arts	8/29/2005	District	9 - 12	0622
High Tech High International	9/7/2004	District	9 - 12	0623
High Tech Middle Media Arts	9/6/2005	District	6 - 8	0660
High Tech Elementary	8/24/2015	District	K - 5	1709
High Tech High North County	9/10/2007	SBE	9 - 12	0756
High Tech High Chula Vista	8/27/2007	SBE	9 - 12	0756
High Tech High Mesa	8/27/2018	SBE	9 - 12	0756
High Tech Middle North County	8/31/2009	SBE	6 - 8	0756
High Tech Middle Chula Vista	8/20/2011	SBE	6 - 8	0756
High Tech Middle Mesa	8/26/2019	SBE	6 - 8	0756
High Tech Elementary North County	8/26/2013	SBE	K - 5	0756
High Tech Elementary Chula Vista	8/20/2011	SBE	K - 5	0756
High Tech Elementary Mesa	8/26/2019	SBE	K - 5	0756

**Seven (7) of the Organization's charters schools are authorized to operate by the San Diego Unified School District (the "District") and all others are authorized by the State Board of Education ("SBE") under a Statewide Benefit Charter known as SBC – High Tech High.*

The specific goals of High Tech High are to successfully integrate technical and academic education in a school that prepares students for post-secondary education and for leadership in the high technology industry; to increase the number of underrepresented students in math and engineering who succeed in middle school, high school and post-secondary education and who become productive members and leaders in the San Diego high technology industry; and to provide all High Tech High students with an extraordinary education that prepares them to be thoughtful, engaging citizens in our increasingly technological society.

High Tech High also operates a charter management organization (the "CMO"), which is responsible for providing management services and facility maintenance services for the supported schools. The CMO provides business office support, facility maintenance staffing, professional development, recruitment and enrollment processing, pupil accounting, food services coordination, grants preparation, and other services in support of the schools operated by High Tech High.

In March 2020, articles of incorporation were filed to establish a limited liability corporation under the name High Tech High Facilities LLC (the "LLC") whereby High Tech High is the sole statutory member of the LLC. As such, the LLC is deemed a "disregarded entity" and its financial information is consolidated with that of High Tech High.

The accompanying consolidated financial statements include the accounts of High Tech High and High Tech High Facilities, LLC, which comprise the Organization as a whole. Intercompany accounts and transactions have been eliminated in consolidation.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Accounting

The Organization's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). ASC 958-205 was effective July 1, 2018. Under the Guide, High Tech High is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

Due to operation of public charter schools, the Organization also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is only used to the extent that internal accounting for multiple charter school or other program operations is necessary and is not used for external financial statement presentation.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

E. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenditures have been allocated between program and supporting services based on management's estimates.

F. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Contributions (continued)

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the Organization if not donated.

G. In Lieu of Property Taxes Revenue

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the local school districts. The local school districts make monthly payments to the Organization for in lieu of property taxes. Revenues are recognized by the Organization when earned.

H. Cash and Cash Equivalents

The Organization considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Organization's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Organization establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2023, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

The Organization has adopted a policy to capitalize asset purchases over $2,500. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the Organization prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met or when the Organization has a legal claim to the resources, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1	Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
Level 2	Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
Level 3	Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

N. Income Taxes

High Tech High is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Organization is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As an educational institution, the Organization is not required to register with the California Attorney General as a charity.

The Organization's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Organization's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

O. Change in Accounting Principle

ASC 842 *Leases*
In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Change in Accounting Principle (continued)

Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating lease. A right-of-use asset is an intangible asset that pertains to the lessee's right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

The Organization has determined the impact and has reflected the significant change from this accounting principle within its financial statements for the 2022-23 fiscal year. Refer to Note 6 for additional information regarding the operating lease and the related right-of-use asset and operating lease liability held by the Organization.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2023 consist of the following:

Cash in county treasury	$ 41,350,032
County treasury fair value adjustment	(602,086)
Cash in banks	6,322,210
Cash with fiscal agent	207,099
Cash on hand (petty cash)	170
Total Cash and Cash Equivalents	$ 47,277,425

Cash in Banks

Custodial Credit Risk
Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. The Organization has adopted a cash management policy that addresses investment options as well as actions to be taken in the event that deposits exceed FDIC or SIPC insurance limits. The FDIC insures up to $250,000 per depositor per insured bank and SPIC insures brokerage accounts up to $500,000 per customer, which includes a maximum of $250,000 of cash coverage. As of June 30, 2023, High Tech High held bank balances that were exposed to custodial credit risk one or more banks because deposit exceeded the FDIC limit.

Cash with Fiscal Agent
As of June 30, 2023, High Tech High had $533,646 in cash with fiscal agent. Wilmington Trust is the holder of cash with fiscal agent, which is comprised of project funds and overpayments associated with the 2020 CSFA Charter School Revenue Bonds held by HTH Learning. The funds are held for future application against the principal and/or interest balances. Although the debt is held under HTH Learning, High Tech High is listed as the obligated group with lease agreements established as collateral security. Refer to additional comments at Note 13 under HTH Learning.

Cash in County Treasury

Policies and Practices
The Organization is a voluntary participant in an external investment pool. The fair value of the Organization's investment in the pool is reported in the financial statements at amounts based upon the Organization's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Interest Rate Risk

Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of the investment, the greater the sensitivity of its fair value to changes in the market interest rates. The Organization has managed its exposure to interest rate risk by investing in the county treasury. The Organization's investments in the San Diego County Treasury Investment Pool, which combines the Organization's share of the portfolio, has a combined fair value of $40,747,946 and an unadjusted amortized book value of $41,350,032 as of June 30, 2023. The average weighted maturity for this pool is 665 days.

Fair Value Measurement

Cash in county treasury is measured at Level 1 using the fair value input levels noted in Note 1M. The funds were not previously measured. The Organization has reclassified these funds as Level 1 because the amounts invested in the county treasury pooled investment fund primarily consist of investment types having observable inputs that reflect quoted prices. The investment types include those noted under the general authorizations section. As such, the carrying value consists of the amortized book value presented as "cash in county treasury" offset by the "county treasury fair value adjustment" to arrive at the combined fair value amount noted under the interest rate risk section.

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest charter school funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2023 consists of the following:

Due from grantor governments:	
California Department of Education	$ 2,479,510
San Diego Unified School District	2,121,590
El Dorado Charter SELPA	2,265,054
California Schools Finance Authority	216,633
Total due from grantor governments	7,082,787
Other sources	107,070
Total Accounts Receivable	$ 7,189,857

NOTE 4 – CONTRIBUTIONS RECEIVABLE

On January 9, 2007, the Organization entered into a long-term agreement with the City of Chula Vista for the use of public property located at the High Tech High Chula Vista school site. Phase 2 of the project began on July 1, 2010. This agreement grants the Organization with possessory interest in the land valued at $1,185,000, so long as the land is used for educational purposes. The agreement expires on December 17, 2057 and is renewable for two additional 25-year terms. The asset is recognized as a contribution receivable. Over the 50-year life of the agreement, the contribution receivable is reduced using the straight-line basis at a rate of $24,947 per year. As of June 30, 2023, the balance of the contribution receivable was $860,683, including the current portion of $24,947

NOTE 5 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 consists of the following:

	July 1, 2022	Additions	Disposals	June 30, 2023
Property and equipment				
Land	$ 5,439,871	$ -	$ -	$ 5,439,871
Buildings and improvements	35,012,338	18,800	-	35,031,138
Equipment and furniture	3,025,897	612,432	-	3,638,329
Software	84,079	-	-	84,079
Vehicles	401,878	500	-	402,378
Construction in progress	14,361	106,995	-	121,356
Total property and equipment	43,978,424	738,727	-	44,717,151
Less: accumulated depreciation	(15,708,709)	(2,005,007)	-	(17,713,716)
Capital Assets, net	$ 28,269,715	$ (1,266,280)	$ -	$ 27,003,435

NOTE 6 – OPERATING LEASE

As mentioned in Note 13, HTH Learning leases facilities directly to the High Tech High for several schools. The Organization accounts for these leases under the operating method of accounting for leases. The lease agreements held with HTH Learning are made for collateral security for the debt obligations under HTH Learning's 2017 and 2020 bond issuances. At June 30, 2023, the right-of-use asset was $96,309,787 and the operating lease liability was $96,309,787.

NOTE 7 – DEFERRED REVENUE

Deferred revenue as of June 30, 2023 consists of conditional contributions of $16,821,248 from state and federal sources.

NOTE 8 – NET ASSETS

Net Assets with Donor Restrictions

As of June 30, 2023, the Organization's net assets with donor restrictions consist of the following:

Federal and state restricted programs	
Child nutrition programs	$ 1,328,212
Local restricted contributions	
Teacher residency program	585,000
Other local restricted sources	170,530
Total Net Assets with Donor Restrictions	$ 2,083,742

Net Assets without Donor Restrictions

Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Organization. At June 30, 2023, the Organization's net assets without donor restrictions consist of the following:

Net investment in capital assets	$ 27,003,435
Undesignated	14,808,110
Total Net Assets without Donor Restrictions	$ 42,018,644

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The table on the following page reflects the Organization's financial assets as of June 30, 2023, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial assets	
Cash and cash equivalents	$ 47,277,425
Accounts receivable	7,189,857
Contributions receivable, current portion	24,947
Prepaid expenses	122,585
Total Financial Assets, excluding noncurrent	$ 54,614,814
Contractual or donor-imposed restrictions	
Cash restricted by others for specific uses	(2,083,742)
Cash held for conditional contributions	(16,821,248)
Cash with fiscal agent	(207,099)
Financial Assets available to meet cash needs for expenditures within one year	$ 35,502,725

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code* 47605, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The charters operated by High Tech High have made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and noncertificated employees are members of the California Public Employees' Retirement System (CalPERS). In addition, High Tech High offers a voluntary 403(b) defined contribution plan.

California State Teachers' Retirement System (CalSTRS)

Plan Description
The Organization contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy
Active plan members are required to contribute 10.25% or 10.205% of their 2022-23 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2022-23 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalSTRS for the last three fiscal years were as follows:

	Contribution		Required Contribution %
2022-23	$	6,070,221	100%
2021-22	$	5,143,900	100%
2020-21	$	4,604,418	100%

On-Behalf Payments
The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for the Organization's charter schools is estimated at $2,905,282. The on-behalf payment amount is computed as the proportionate share of total 2021-22 State on-behalf contributions.

California Public Employees' Retirement System (CalPERS)

Plan Description
The Organization contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street; Sacramento, California 95814.

Funding Policy
Prior to January 1, 2013, active plan members are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 6.5% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

NOTE 11 – EMPLOYEE RETIREMENT PLANS (continued)

California Public Employees' Retirement System (CalPERS) (continued)

Funding Policy (continued)
High Tech High is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year2022-23 was 25.37% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalPERS for the last three fiscal years were as follows:

	Contribution	Required Contribution %
2022-23	$ 2,115,469	100%
2021-22	$ 1,779,285	100%
2020-21	$ 1,591,952	100%

Alternative Plan

As established by federal law, all public-sector employees who are not members of their employer's existing retirement plan must be covered by social security or an alternative plan. The Organization offers both social security and a 403(b) employee funded plan to those that do not qualify for CalSTRS benefits. High Tech High's qualified 403(b) employee savings plan is administered by the San Diego County Office of Education for the benefit of its employees. Substantially, all employees are eligible to participate in the 403(b) plan. Under the plan, employees can contribute and defer taxes on compensation contributed.

NOTE 12 – DONATED MATERIALS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to the Organization in an effort to advance the programs and objectives of the Organization. These services have not been recorded in the financial statements of the Organization because they do not meet the criteria required by generally accepted accounting principles. The Organization did not receive any donated items during the year ended June 30, 2023.

NOTE 13 – RELATED PARTY TRANSACTIONS

Interagency Transactions

High Tech High Facilities LLC
As mentioned in Note 1A, High Tech High is the sole statutory member of High Tech High Facilities, LLC. The entities are considered financially interrelated under generally accepted accounting principles because of the statutory relationship. As such interagency transactions and balances are eliminated in the consolidated financial statements of High Tech High to better reflect the true activities of the corporation. Transactions during the fiscal year that were eliminated included $942,099 in support from LLC to the schools operated by High Tech High.

High Tech High Charter Schools
Receivables and payables due between High Tech High charter schools and/or other operations are classified as due to/from related entities within the statement of financial position by charter in the supplementary information. During the fiscal year ended June 30, 2023, High Tech High charter schools had expenditures related to fees for management, facility services, and special education services, which resulted in income to other operations. Interagency transactions and balances are eliminated in the financial statements of High Tech High to better reflect the true activities of the corporation.

NOTE 13 – RELATED PARTY TRANSACTIONS (continued)

Affiliated Organizations

HTH Learning
HTH Learning is a nonprofit public benefit corporation organized for the purpose of advancing the HTH model. Prior to December 2019, HTH Learning was the sole statutory member of High Tech High, and High Tech High Graduate School of Education, at which time amended organizational documents were filed for all organizations. As a result, the entities are no longer financially interrelated organizations.

In July 2017, HTH Learning entered into a loan agreement for the issuance of the 2017 CSFA School Revenue Refunding Bonds. The facilities leased by High Tech High are used by High Tech High Chula Vista and High Tech High Media Arts which have agreed to have the lease/debt service payments for the 2017 CSFA School Revenue Refunding Bonds intercepted from principal apportionment.

High Tech High held lease agreements for facilities owned by HTH Learning and constructed with project funds obtained through bonded debt issuances under the 2014 CSFA Point Loma Facilities Bonds, 2015 CSFA School Facilities Bonds, and 2018 CSFA Facilities Bonds. In July 2020, HTH Learning and High Tech High entered into a bond purchase agreement for an additional bond issuance for the 2020 CSFA Charter School Revenue Bonds that refunded High Tech High's 2010 and 2013 QSCBs. High Tech High schools occupying the facilities have agreed to have the lease/debt service payments intercepted from state principal apportionments.

During the year ended June 30, 2023, High Tech High paid $6,308,146 in lease expense to HTH Learning. As of June 30, 2023, High Tech High held a net payable balance of $17,608,027 due to HTH Learning for amounts attributed to the payoff of past bonded debt.

High Tech High Foundation
High Tech High Foundation (the "Foundation") is a nonprofit public benefit organization, organized with the purpose of supporting High Tech High. During the fiscal year ended June 30, 2023, the Foundation distributed $204,473 through grants to High Tech High. As of June 30, 2023, an amount of $50,118 was due from High Tech High to the Foundation for cash balances held in a common operating bank account.

High Tech High Graduate School of Education
High Tech High's pedagogy and design principles are disseminated by High Tech High Graduate School of Education ("HTH GSE"), a separate nonprofit organization. High Tech High subleases facilities to HTH GSE and provides certain administrative services.

Shared Services Agreement
In June 2018, High Tech High entered into a shared services agreement with HTH GSE. The agreement includes a management fee payable from HTH GSE for corporate finance and support services equal to six percent (6%) of HTH GSE's annual gross unrestricted revenues. The agreement covers a three (3) year term beginning July 1, 2018 and ending June 30, 2021. In June 2021, this agreement was extended for another year through July 31, 2022 (second amendment). In June 2022, a third amendment to the shared services agreement was approved to extend services for the period beginning June 16, 2022 through July 31, 2025. Management fees due from HTH GSE amounted to $716,003 during the fiscal year ended June 30, 2023 for handling such services.

NOTE 13 – RELATED PARTY TRANSACTIONS (continued)

Affiliated Organizations (continued)

High Tech High Graduate School of Education (continued)

Facilities Use Agreement

In July 2020, High Tech High entered into a use agreement with HTH GSE that supersedes any prior approved use agreements. The term covered a three (3) year period ending June 30, 2023; however, in June 2022, the entities entered into an updated facilities use agreement covering the term beginning July 1, 2022 and ending June 30, 2025. The agreement provides that HTH GSE compensate High Tech High for expenses related to its use of certain facilities including:

- Facility use fee of $86,760 per year to be increased annually by 3.5%
- Facilities maintenance contribution of $29,400 per year to be increased annually by 3.5%
- Custodial services contribution equal to 50% of wages and benefits for one custodial employee as determined by High Tech High
- Common area maintenance charge up to $200,000 per year with respect to fees, dues, and other charges assessed by the Liberty Station Community Association or successor association along with an annual increase of 3.5%
- Property taxes equal to one-third of any and all real property taxes and assessment against the property located at 2150 Cushing Road in San Diego, California, High Tech Elementary campus

During the fiscal year ended June 30, 2023, High Tech High accrued $129,581 in revenue for facility maintenance and use fees from HTH GSE.

NOTE 14 – COMMITMENTS AND CONTINGENCIES

Governmental Funding

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Charter School Authorization

The Organization's charter schools listed in Note 1A are approved to operate as public charter schools through authorization by the San Diego Unified School District or California State Board of Education. As such, the charter schools are subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

The Organization makes payments to San Diego Unified School District and the State Board of Education for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Oversight fees for the year ended June 30, 2023 totaled $298,422 for the District and $395,685 for the California Board of Education.

Legal Matters

The Organization is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all pending litigation is not expected to have a material adverse effect on the overall financial position of the Organization as of June 30, 2023.

NOTE 14 – COMMITMENTS AND CONTINGENCIES (continued)

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Organization's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Organization to make payments to the plan, which would approximate High Tech High's proportionate share of the multiemployer plan's unfunded vested liabilities. The Organization does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 11 for additional information on employee retirement plans.

NOTE 15 – SUBSEQUENT EVENTS

Management of the Organization has evaluated subsequent events for the period from June 30, 2023 through December 15, 2023, the date the financial statements were available to be issued.

On July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended California Education Code (EC) 47607.4. The EC was amended to add "all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

HIGH TECH HIGH
LEA ORGANIZATION STRUCTURE
JUNE 30, 2023

High Tech High (the "Organization") was formed as a nonprofit public benefit corporation in April 1999. As of June 30, 2023, the Organization operated sixteen (16) active charter schools:

Charter School	Classes Began	Authorizing Agency*	Grades Served	Charter No.
High Tech High	9/1/2000	District	9 - 12	0269
High Tech Elementary Explorer	9/5/2000	District	K - 5	0278
High Tech Middle	9/2/2003	District	6 - 8	0546
High Tech High Media Arts	8/29/2005	District	9 - 12	0622
High Tech High International	9/7/2004	District	9 - 12	0623
High Tech Middle Media Arts	9/6/2005	District	6 - 8	0660
High Tech Elementary	8/24/2015	District	K - 5	1709
High Tech High North County	9/10/2007	SBE	9 - 12	0756
High Tech High Chula Vista	8/27/2007	SBE	9 - 12	0756
High Tech High Mesa	8/27/2018	SBE	9 - 12	0756
High Tech Middle North County	8/31/2009	SBE	6 - 8	0756
High Tech Middle Chula Vista	8/20/2011	SBE	6 - 8	0756
High Tech Middle Mesa	8/26/2019	SBE	6 - 8	0756
High Tech Elementary North County	8/26/2013	SBE	K - 5	0756
High Tech Elementary Chula Vista	8/20/2011	SBE	K - 5	0756
High Tech Elementary Mesa	8/26/2019	SBE	K - 5	0756

**Seven (7) of the Organization's charter schools are authorized to operate by the San Diego Unified School District (the "District") and all others are authorized by the State Board of Education ("SBE") under a Statewide Benefit Charter known as SBE – High Tech High.*

The Board of Directors of High Tech High oversees the operations for all charter schools of the Organization. As of June 30, 2023, the members of the board and administrators are as follows:

BOARD OF TRUSTEES

Trustee	Office	Term Ending
Gary Jacobs	Chair	June 2024
Héctor Peréz	Secretary	June 2023
Albert Lin	Trustee	June 2023
Bernadette Bach	Trustee	June 2023
Lida Rajia	Trustee	June 2024

ADMINISTRATION

Kaleb Rashad *Interim Chief Executive Officer*	Bobbi Norris *Chief Financial Officer*
Patrick Frost *General Counsel*	Janie Griswold *Chief Learning Officer*

See accompanying notes to supplementary information.

HIGH TECH HIGH
STATEMENT OF FINANCIAL POSITION BY CHARTER – SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS
JUNE 30, 2023

California Charter No.	0269	0278	0546	0622	0623	0660	1709
	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts	High Tech Elementary
ASSETS							
Current assets							
Cash and cash equivalents	$ 2,827,276	$ 2,708,553	$ 1,893,876	$ 3,618,900	$ 1,617,257	$ 1,764,461	$ 2,777,603
Accounts receivable	664,985	560,805	495,508	565,111	834,193	421,211	685,393
Prepaid expenses	5,561	6,414	4,481	7,766	2,919	6,465	4,745
Due from related entities	535,718	-	-	-	142,526	-	-
Total current assets	4,033,540	3,275,772	2,393,865	4,191,777	2,596,895	2,192,137	3,467,741
Noncurrent assets							
Capital assets, net	311,602	456,935	127,490	206,132	268,402	97,973	53,374
Right-of-use asset	7,424,880	5,582,429	4,750,185	6,984,834	5,793,444	5,720,430	6,706,661
Total noncurrent assets	7,736,482	6,039,364	4,877,675	7,190,966	6,061,846	5,818,403	6,760,035
Total Assets	$ 11,770,022	$ 9,315,136	$ 7,271,540	$ 11,382,743	$ 8,658,741	$ 8,010,540	$ 10,227,776
LIABILITIES AND NET ASSETS							
Current liabilities							
Accounts payable	$ 52,543	$ 43,975	$ 79,051	$ 69,190	$ 47,637	$ 50,898	$ 140,767
Due to related entities	879,499	1,367,508	704,410	1,822,203	-	652,953	1,096,700
Deferred revenue	1,086,001	1,083,056	693,638	868,482	864,726	644,026	1,422,975
Total current liabilities	2,018,043	2,494,539	1,477,099	2,759,875	912,363	1,347,877	2,660,442
Long-term liabilities							
Operating lease liability	7,429,291	5,586,024	4,753,191	6,986,499	5,796,216	5,727,663	6,711,361
Total long-term liabilities	7,429,291	5,586,024	4,753,191	6,986,499	5,796,216	5,727,663	6,711,361
Total liabilities	9,447,334	8,080,563	6,230,290	9,746,374	6,708,579	7,075,540	9,371,803
Net assets							
Without donor restrictions	1,768,839	1,225,114	1,037,170	1,636,369	1,947,187	932,667	851,933
With donor restrictions	553,849	9,459	4,080	-	2,975	2,333	4,040
Total net assets	2,322,688	1,234,573	1,041,250	1,636,369	1,950,162	935,000	855,973
Total Liabilities and Net Assets	$ 11,770,022	$ 9,315,136	$ 7,271,540	$ 11,382,743	$ 8,658,741	$ 8,010,540	$ 10,227,776

See accompanying notes to supplementary information.

HIGH TECH HIGH
STATEMENT OF FINANCIAL POSITION BY CHARTER – STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS
JUNE 30, 2023

California Charter No.	Statewide Benefit Charter No. 0756									
	High Tech High North County	High Tech High Chula Vista	High Tech High Mesa	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Middle Mesa	High Tech Elementary North County	High Tech Elementary Chula Vista	High Tech Elementary Mesa	Total SBE Authorized Charters
ASSETS										
Current assets										
Cash and cash equivalents	$ 2,512,679	$ 4,830,899	$ 2,558,602	$ 2,015,451	$ 2,379,617	$ 1,775,034	$ 2,670,053	$ 2,952,018	$ 1,845,716	$ 23,540,069
Accounts receivable	239,721	411,869	268,988	151,065	170,541	165,856	430,045	334,318	199,719	2,372,122
Prepaid expenses	4,010	3,855	1,225	2,390	2,462	-	4,420	7,993	-	26,355
Due from related entities	1,334,377	-	-	1,498,954	112,159	-	127,086	354,972	-	3,427,548
Total current assets	4,090,787	5,246,623	2,828,815	3,667,860	2,664,779	1,940,890	3,231,604	3,649,301	2,045,435	29,366,094
Noncurrent assets										
Capital assets, net	182,369	877,524	112,432	168,713	183,046	71,374	138,749	160,498	46,766	1,941,471
Right-of-use asset	6,123,821	19,918,666	5,779,796	3,247,658	3,997,793	3,134,882	3,593,246	4,640,874	2,910,188	53,346,924
Total noncurrent assets	6,306,190	20,796,190	5,892,228	3,416,371	4,180,839	3,206,256	3,731,995	4,801,372	2,956,954	55,288,395
Total Assets	$ 10,396,977	$ 26,042,813	$ 8,721,043	$ 7,084,231	$ 6,845,618	$ 5,147,146	$ 6,963,599	$ 8,450,673	$ 5,002,389	$ 84,654,489
LIABILITIES AND NET ASSETS										
Current liabilities										
Accounts payable	$ 101,255	$ 276,222	$ 115,819	$ 63,320	$ 62,056	$ 61,302	$ 114,579	$ 123,129	$ 86,258	$ 1,003,940
Due to related entities	-	107,973	412,388	-	-	280,992	-	4,698	18,395	824,446
Deferred revenue	1,068,315	1,499,498	870,090	873,202	764,269	671,476	1,784,691	1,533,318	1,017,884	10,082,743
Total current liabilities	1,169,570	1,883,693	1,398,297	936,522	826,325	1,013,770	1,899,270	1,661,145	1,122,537	11,911,129
Long-term liabilities										
Operating lease liability	6,123,821	19,920,714	5,779,796	3,247,658	3,997,793	3,134,882	3,593,246	4,640,874	2,910,188	53,348,972
Total long-term liabilities	6,123,821	19,920,714	5,779,796	3,247,658	3,997,793	3,134,882	3,593,246	4,640,874	2,910,188	53,348,972
Total liabilities	7,293,391	21,804,407	7,178,093	4,184,180	4,824,118	4,148,652	5,492,516	6,302,019	4,032,725	65,260,101
Net assets										
Without donor restrictions	3,100,612	4,230,562	1,537,222	2,896,411	2,014,840	995,987	1,466,918	2,148,654	960,441	19,351,647
With donor restrictions	2,974	7,844	5,728	3,640	6,660	2,507	4,165	-	9,223	42,741
Total net assets	3,103,586	4,238,406	1,542,950	2,900,051	2,021,500	998,494	1,471,083	2,148,654	969,664	19,394,388
Total Liabilities and Net Assets	$ 10,396,977	$ 26,042,813	$ 8,721,043	$ 7,084,231	$ 6,845,618	$ 5,147,146	$ 6,963,599	$ 8,450,673	$ 5,002,389	$ 84,654,489

See accompanying notes to supplementary information.

HIGH TECH HIGH
STATEMENT OF ACTIVITIES BY CHARTER – SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2023

California Charter No.	0269	0278	0546	0622	0623	0660	1709
	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts	High Tech Elementary
WITHOUT DONOR RESTRICTIONS							
Support and Revenues without Donor Restrictions							
Federal and state support and revenues							
Local control funding formula, state aid	$ 1,881,207	$ 793,046	$ 778,144	$ 1,446,279	$ 1,409,029	$ 560,881	$ 1,097,090
Federal revenues	447,667	177,999	330,157	455,688	889,554	212,229	423,135
Other state revenues	876,764	599,145	477,236	781,477	686,295	626,862	710,462
Total federal and state support and revenues	3,205,638	1,570,190	1,585,537	2,683,444	2,984,878	1,399,972	2,230,687
Local support and revenues							
Payments in lieu of property taxes	3,868,579	3,006,999	2,640,990	3,091,019	3,092,866	2,697,872	3,420,511
Grants and donations	54,265	2,924	36,449	21,690	45,656	151,087	11,155
Investment income, net	39,014	33,023	34,298	69,264	34,546	32,522	32,905
Other local revenues	623,936	153,939	232,284	91,714	56,898	74,983	194,456
Total local support and revenues	4,585,794	3,196,885	2,944,021	3,273,687	3,229,966	2,956,464	3,659,027
Donor restrictions satisfied	559,847	91,799	58,105	47,550	46,226	57,859	217,036
Total Support and Revenues without Donor Restrictions	8,351,279	4,858,874	4,587,663	6,004,681	6,261,070	4,414,295	6,106,750
Expenses							
Program services							
K-12 instruction	4,275,061	2,910,458	2,375,068	3,429,155	3,281,230	2,304,777	3,491,764
Instructional support	1,059,395	427,307	681,573	612,766	710,561	575,659	628,633
Educational facilities	586,307	448,175	380,778	418,386	463,163	460,380	537,609
Support to affiliates	176,113	102,139	1,450	110,003	83,349	1,026,546	51,930
Supporting services							
Management and general	1,872,955	1,026,921	873,783	1,389,590	1,445,231	30,447	1,237,869
Fundraising	860	2,488	26	1,177	3,044	949	1,255
Total Expenses	7,970,691	4,917,488	4,312,678	5,961,077	5,986,578	4,398,758	5,949,060
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	380,588	(58,614)	274,985	43,604	274,492	15,537	157,690
Net Assets without Donor Restrictions - Beginning	1,388,251	1,283,728	762,185	1,592,765	1,672,695	917,130	694,243
Net Assets without Donor Restrictions - Ending	1,768,839	1,225,114	1,037,170	1,636,369	1,947,187	932,667	851,933
WITH DONOR RESTRICTIONS							
Other state revenues	355,900	91,211	53,267	38,432	40,767	51,896	165,960
Grants and donations	603,448	8,182	8,138	9,118	8,434	8,296	10,227
Donor restrictions satisfied	(559,847)	(91,799)	(58,105)	(47,550)	(46,226)	(57,859)	(217,036)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	399,501	7,594	3,300	-	2,975	2,333	(40,849)
Net Assets with Donor Restrictions - Beginning	154,348	1,865	780	-	-	-	44,889
Net Assets with Donor Restrictions - Ending	553,849	9,459	4,080	-	2,975	2,333	4,040
CHANGE IN NET ASSETS	780,089	(51,020)	278,285	43,604	277,467	17,870	116,841
Net Assets - Beginning	1,542,599	1,285,593	762,965	1,592,765	1,672,695	917,130	739,132
Net Assets - Ending	$ 2,322,688	$ 1,234,573	$ 1,041,250	$ 1,636,369	$ 1,950,162	$ 935,000	$ 855,973

See accompanying notes to supplementary information.

HIGH TECH HIGH
STATEMENT OF ACTIVITIES BY CHARTER – STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2023

California Charter No.	Statewide Benefit Charter No. 0756									
	High Tech High North County	High Tech High Chula Vista	High Tech High Mesa	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Middle Mesa	High Tech Elementary North County	High Tech Elementary Chula Vista	High Tech Elementary Mesa	Total SBE Authorized Charters
WITHOUT DONOR RESTRICTIONS										
Support and Revenues without Donor Restrictions										
Federal and state support and revenues										
Local control funding formula, state aid	$ 4,597,156	$ 6,722,590	$ 4,928,848	$ 3,296,099	$ 3,287,861	$ 3,369,226	$ 4,362,490	$ 4,365,913	$ 4,252,518	$ 39,182,701
Federal revenues	504,717	860,544	307,864	319,454	213,088	239,197	454,318	410,875	293,013	3,603,070
Other state revenues	633,304	1,084,424	637,125	493,317	555,044	457,973	637,612	650,474	593,195	5,742,468
Total federal and state support and revenues	5,735,177	8,667,558	5,873,837	4,108,870	4,055,993	4,066,396	5,454,420	5,427,262	5,138,726	48,528,239
Local support and revenues										
Payments in lieu of property taxes	137,995	245,903	1,412	78,682	115,822	3,680	3,636	188,342	1,562	777,034
Grants and donations	60,331	53,774	112,960	19,199	5,421	103,221	7,670	41,874	15,959	420,409
Investment income, net	39,242	58,212	39,716	31,766	31,044	32,087	42,305	40,555	35,142	350,069
Other local revenues	89,485	45,877	144,371	61,865	5,430	96,592	145,006	149,356	395,922	1,133,904
Total local support and revenues	327,053	403,766	298,459	191,512	157,717	235,580	198,617	420,127	448,585	2,681,416
Donor restrictions satisfied	57,309	69,638	47,606	55,474	50,493	57,052	170,083	191,928	110,099	809,682
Total Support and Revenues without Donor Restrictions	6,119,539	9,140,962	6,219,902	4,355,856	4,264,203	4,359,028	5,823,120	6,039,317	5,697,410	52,019,337
Expenses										
Program services										
K-12 instruction	3,029,810	4,475,744	2,773,085	2,216,432	2,227,291	2,131,677	2,951,333	3,475,814	3,276,258	26,557,444
Instructional support	642,229	1,010,129	700,905	340,905	366,586	431,376	691,781	777,361	604,961	5,566,233
Educational facilities	482,738	1,137,100	448,105	254,355	310,136	243,858	291,101	360,335	226,767	3,754,495
Support to affiliates	51,609	94,610	72,342	41,185	41,067	42,595	60,437	62,626	61,895	528,366
Supporting services										
Management and general	1,404,334	2,155,140	1,423,488	1,015,356	1,040,320	806,664	1,351,782	1,307,389	1,085,796	11,590,269
Fundraising	608	4,622	3,624	944	541	2,684	40	1,840	1,058	15,961
Total Expenses	5,611,328	8,877,345	5,421,549	3,869,177	3,985,941	3,658,854	5,346,474	5,985,365	5,256,735	48,012,768
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	508,211	263,617	798,353	486,679	278,262	700,174	476,646	53,952	440,675	4,006,569
Net Assets without Donor Restrictions - Beginning	2,592,401	3,966,945	738,869	2,409,732	1,736,578	295,813	990,272	2,094,702	519,766	15,345,078
Net Assets without Donor Restrictions - Ending	3,100,612	4,230,562	1,537,222	2,896,411	2,014,840	995,987	1,466,918	2,148,654	960,441	19,351,647
WITH DONOR RESTRICTIONS										
Other state revenues	46,228	69,047	42,382	50,914	48,989	47,403	166,078	183,726	110,999	765,766
Grants and donations	14,055	8,435	9,702	8,200	8,164	12,156	8,170	8,202	8,323	85,407
Donor restrictions satisfied	(57,309)	(69,638)	(47,606)	(55,474)	(50,493)	(57,052)	(170,083)	(191,928)	(110,099)	(809,682)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	2,974	7,844	4,478	3,640	6,660	2,507	4,165	-	9,223	41,491
Net Assets with Donor Restrictions - Beginning	-	-	1,250	-	-	-	-	-	-	1,250
Net Assets with Donor Restrictions - Ending	2,974	7,844	5,728	3,640	6,660	2,507	4,165	-	9,223	42,741
CHANGE IN NET ASSETS	511,185	271,461	802,831	490,319	284,922	702,681	480,811	53,952	449,898	4,048,060
Net Assets - Beginning	2,592,401	3,966,945	740,119	2,409,732	1,736,578	295,813	990,272	2,094,702	519,766	15,346,328
Net Assets - Ending	$ 3,103,586	$ 4,238,406	$ 1,542,950	$ 2,900,051	$ 2,021,500	$ 998,494	$ 1,471,083	$ 2,148,654	$ 969,664	$ 19,394,388

See accompanying notes to supplementary information.

HIGH TECH HIGH
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
FOR THE YEAR ENDED JUNE 30, 2023

SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS

CLASSROOM-BASED ADA

SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM-BASED

California Charter No.	0269	0278	0546	0622	0623	0660	1709
Grade Span	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts	High Tech Elementary
Regular ADA							
Kindergarten through third	-	226.14	-	-	-	-	257.35
Grades fourth through sixth	-	112.32	102.27	-	-	101.55	132.32
Grades seventh and eighth	-	-	199.13	-	-	208.47	-
Grades ninth through twelfth	466.19	-	-	352.64	358.75	-	-
Special Education							
Kindergarten through third	-	0.54	-	-	-	-	0.19
Grades fourth through sixth	-	0.66	0.40	-	-	0.77	0.18
Grades seventh and eighth	-	-	0.10	-	-	0.11	-
Grades ninth through twelfth	0.14	-	-	0.03	2.03	-	-
Total Average Daily Attendance - Classroom Based	466.33	339.66	301.90	352.67	360.78	310.90	390.04

ANNUAL REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM-BASED

California Charter No.	0269	0278	0546	0622	0623	0660	1709
Grade Span	High Tech High	High Tech Elementary Explorer	High Tech Middle	High Tech High Media Arts	High Tech High International	High Tech Middle Media Arts	High Tech Elementary
Regular ADA							
Kindergarten through third	-	226.14	-	-	-	-	257.05
Grades fourth through sixth	-	112.32	101.71	-	-	101.59	131.85
Grades seventh and eighth	-	-	200.02	-	-	207.02	-
Grades ninth through twelfth	465.68	-	-	352.74	359.02	-	-
Special Education							
Kindergarten through third	-	0.81	-	-	-	-	0.19
Grades fourth through sixth	-	1.17	0.40	-	-	0.77	0.30
Grades seventh and eighth	-	-	0.10	-	-	0.11	-
Grades ninth through twelfth	0.12	-	-	0.34	3.76	-	-
Total Average Daily Attendance - Classroom-Based	465.80	340.44	302.23	353.08	362.78	309.49	389.39

NONCLASSROOM-BASED ADA

During the year ended June 30, 2023, there was no ADA reported for nonclassroom-based instruction by any of the Organization's charter schools that are authorized by the San Diego Unified School District.

See accompanying notes to supplementary information.

STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS

CLASSROOM-BASED ADA

SECOND PERIOD REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM-BASED

California Charter No.	Statewide Benefit Charter No. 0756									
Grade Span	High Tech High North County	High Tech High Chula Vista	High Tech High Mesa	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Middle Mesa	High Tech Elementary North County	High Tech Elementary Chula Vista	High Tech Elementary Mesa	Total State Authorized Charters
Regular ADA										
Kindergarten through third	-	-	-	-	-	-	267.75	260.35	259.67	787.77
Grades fourth through sixth	-	-	-	109.70	103.09	105.75	139.12	134.80	134.21	726.67
Grades seventh and eighth	-	-	-	204.46	203.34	208.39	-	-	-	616.19
Grades ninth through twelfth	383.10	584.29	398.56	-	-	-	-	-	-	1,365.95
Special Education										
Kindergarten through third	-	-	-	-	0.11	-	0.38	0.37	0.76	1.62
Grades fourth through sixth	-	-	-	-	0.07	-	0.18	0.15	0.18	0.58
Grades seventh and eighth	-	-	-	-	-	0.35	-	-	-	0.35
Total Average Daily Attendance - Classroom-Based	383.10	584.29	398.56	314.16	306.61	314.49	407.43	395.67	394.82	3,499.13

ANNUAL REPORT: AVERAGE DAILY ATTENDANCE - CLASSROOM-BASED

California Charter No.	Statewide Benefit Charter No. 0756									
Grade Span	High Tech High North County	High Tech High Chula Vista	High Tech High Mesa	High Tech Middle North County	High Tech Middle Chula Vista	High Tech Middle Mesa	High Tech Elementary North County	High Tech Elementary Chula Vista	High Tech Elementary Mesa	Total State Authorized Charters
Regular ADA										
Kindergarten through third	-	-	-	-	-	-	268.32	262.42	261.43	792.17
Grades fourth through sixth	-	-	-	109.47	103.39	105.17	139.40	134.90	135.10	727.43
Grades seventh and eighth	-	-	-	204.36	203.27	207.01	-	-	-	614.64
Grades ninth through twelfth	382.12	585.83	396.89	-	-	-	-	-	-	1,364.84
Special Education	-	-	-	-	-	-	-	-	-	
Kindergarten through third	-	-	-	-		-	0.38	0.37	2.27	3.02
Grades fourth through sixth	-	-	-	-	0.11	-	0.18	0.15	0.18	0.62
Grades seventh and eighth	-	-	-	-	0.07	0.35	-	-	-	0.42
Grades ninth through twelfth	-	-	-	-	-	-	-	-	-	-
Total Average Daily Attendance - Classroom-Based	382.12	585.83	396.89	313.83	306.84	312.53	408.28	397.84	398.98	3,503.14

NONCLASSROOM-BASED ADA

During the year ended June 30, 2023, there was no ADA reported for nonclassroom-based instruction by any of the Organization's charter schools that are authorized by the State Board of Education.

See accompanying notes to supplementary information.

HIGH TECH HIGH
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2023

Charter No.	Charter School / Grade Span	Minutes Requirement	2022-23 Instructional Minutes	2022-23 Number of Days	Status
0269	**High Tech High**				
	Grades 9 - 12	64,800	65,105	175	Complied
0278	**High Tech Elementary Explorer**				
	Kindergarten	36,000	54,745	175	Complied
	Grades 1 - 3	50,400	50,575	175	Complied
	Grades 4 - 5	54,000	54,020	175	Complied
0546	**High Tech Middle**				
	Grades 6 - 8	54,000	54,110	175	Complied
0622	**High Tech High Media Arts**				
	Grades 9 - 12	64,800	65,020	175	Complied
0623	**High Tech High International**				
	Grades 9 - 12	64,800	64,865	175	Complied
0660	**High Tech Middle Media Arts**				
	Grades 6 - 8	54,000	54,565	175	Complied
1709	**High Tech Elementary**				
	Kindergarten	36,000	54,120	175	Complied
	Grades 1 - 3	50,400	51,580	175	Complied
	Grades 4 - 5	54,000	54,050	175	Complied
0756	**High Tech High North County**				
	Grades 9 - 12	64,800	64,810	175	Complied
0756	**High Tech High Chula Vista**				
	Grades 9 - 12	64,800	64,925	175	Complied
0756	**High Tech High Mesa**				
	Grades 9 - 12	64,800	64,885	175	Complied
0756	**High Tech Middle North County**				
	Grades 6 - 8	54,000	55,095	175	Complied
0756	**High Tech Middle Chula Vista**				
	Grades 6 - 8	54,000	54,130	175	Complied
0756	**High Tech Middle Mesa**				
	Grades 6 - 8	54,000	54,855	175	Complied
0756	**High Tech Elementary Chula Vista**				
	Kindergarten	36,000	53,340	175	Complied
	Grades 1 - 3	50,400	51,450	175	Complied
	Grades 4 - 5	54,000	54,215	175	Complied

See accompanying notes to supplementary information.

HIGH TECH HIGH
SCHEDULE OF INSTRUCTIONAL TIME, continued
FOR THE YEAR ENDED JUNE 30, 2023

Charter No.	Charter School Grade Span	Minutes Requirement	2022-23 Instructional Minutes	2022-23 Number of Days	Status
0756	**High Tech Elementary North County**				
	Kindergarten	36,000	53,500	175	Complied
	Grades 1 - 3	50,400	53,700	175	Complied
	Grades 4 - 5	54,000	55,450	175	Complied
0756	**High Tech Elementary Mesa**				
	Kindergarten	36,000	56,735	175	Complied
	Grades 1 - 3	50,400	54,095	175	Complied
	Grades 4 - 5	54,000	56,705	175	Complied

See accompanying notes to supplementary information.

HIGH TECH HIGH
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
Passed through California Department of Education:			
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 1,032,453
ESSA: Title II, Part A, Supporting Effective Instruction	84.367	14341	191,748
ESSA: Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	113,605
ESSA: Title IV, Part B, 21st Century Community Learning Centers (CCLC) Program	84.287	14349	191,192
ESSA: Title V, Part B, Rural & Low Income School Program (REAP)	84.358	14356	184,982
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants*			
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	1,795,124
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	559,377
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	31,234
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425	15618	571,567
Expanded Learning Opportunities (ELO) Grant GEER II	84.425	15619	125,538
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425	15620	18,379
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425	15621	61,617
Subtotal Education Stabilization Fund Discretionary Grants			3,162,836
Passed through El Dorado Charter SELPA:			
Special Education: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	**	951,603
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	**	300,771
Subtotal Special Education Cluster			1,252,374
Passed through California School Finance Authority:			
ESSA: Title IV, Part C, Public Charter Schools Grants			
State Charter School Facilities Incentive Grant Program	84.282D	24945	161,163
Subtotal ESSA: Title IV, Part C, Public Charter Schools Grants			161,163
Total U. S. Department of Education			6,290,353
U. S. DEPARTMENT OF AGRICULTURE:			
Passed through California Department of Education:			
Child Nutrition Cluster*			
School Breakfast Program - Needy	10.553	13526	395,853
National School Lunch Program	10.555	13391	590,071
Supply Chain Assistance (SCA) Fund	10.555	15655	151,896
Special Milk Program for Children	10.556	13392	76,295
Subtotal Child Nutrition Cluster			1,214,115
Child Nutrition Equipment Assistance Grants	10.579	14906	45,650
Pandemic EBT Local Administrative Grant	10.649	15644	6,747
Total U. S. Department of Agriculture			1,266,512
Total Federal Expenditures			$ 7,556,865

* - Major Program
** - Pass-Through Entity Identifying Number not available

The following schedule provides a reconciliation between revenues reported on the statement of activities and the related expenditures reported on the schedule of expenditures of Federal awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2023 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2023.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Activities		$ 7,806,010
Child Nutrition: National School Lunch Program	10.555	(249,145)
Total Federal Expenditures reported in the Schedule of Expenditures of Federal Awards		$ 7,556,865

See accompanying notes to supplementary information.

HIGH TECH HIGH
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORMS WITH AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

Adjustments were made to reconcile net position/fund balance reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets per the audited financial statements for the year end ended June 30, 2023 as shown below:

SAN DIEGO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER SCHOOLS

There were no reconciling items.

STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOLS

There were no reconciling items.

See accompanying notes to supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

A. LEA Organizational Structure

This schedule provides information about each of the charter schools' authorizing agencies, grades served, members of the governing board, and members of the administration. The Organization's Board of Trustees governs all of the charter schools operated by the Organization.

B. Financial Statements by Charter

These schedules display the statements of financial position and activities for each charter school operated by the Organization. Please note that these statements are presented for the purpose of fulfilling State of California reporting requirements and do not include all of the activities of the Organization as a whole.

C. Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

D. Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by each charter school and whether the charter schools complied with the provisions of Education Code Section 47612.5.

E. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Organization has not elected to use the 10 percent de minimis indirect cost rate.

F. Reconciliation of Financial Report – Alternative Forms with Audited Financial Statements

This schedule provides the information necessary to reconcile net assets reported on the Financial Report – Alternative Forms (Charter School Unaudited Actuals) to the audited financial statements. Net assets per the audited financial statements in this schedule equals net assets at June 30, 2023 for each school as reported on the statements by charter.

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Directors of
High Tech High
San Diego, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of High Tech High (the "Organization") as of and for the year ended June 30, 2023, and the related notes to the consolidated financial statements, which collectively comprise the Organization's basic financial statements and have issued our report thereon dated December 15, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 15, 2023

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
High Tech High
San Diego, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited High Tech High's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of High Tech High's major federal programs for the year ended June 30, 2023. High Tech High's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, High Tech High complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of High Tech High and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of High Tech High's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to High Tech High's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on High Tech High's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards,* and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about High Tech High's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding High Tech High's compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of High Tech High's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of High Tech High's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Report on Internal Control Over Compliance (continued)

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 15, 2023

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
High Tech High
San Diego, California

Report on State Compliance

Opinion on State Compliance

We have audited High Tech High's compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to High Tech High's state program requirements for the fiscal year ended June 30, 2023. Reference to High Tech High within this letter is inclusive of all charter schools referenced in Note 1A of the accompanying financial statements.

In our opinion, High Tech High complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2023, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of High Tech High and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of High Tech High's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to High Tech High's state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on High Tech High's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists.

Auditor's Responsibilities for the Audit for State Compliance (continued)

The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about High Tech High's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding High Tech High's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of High Tech High's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of High Tech High's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine High Tech High's compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not applicable/Yes*
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Transitional Kindergarten	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not applicable

**After/Before School Education and Safety Program is only applicable to High Tech Middle (Charter No. 0546).*

"Not applicable" is used in the table above to indicate that the charter schools either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit

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Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 15, 2023

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

HIGH TECH HIGH
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023

Financial Statements

Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be a material weaknesses?	None Reported
Noncompliance material to financial statements noted?	None

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditors' report issued:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
84.425, 84.425U	Education Stabilization Fund Discretionary Grants
10.555, 10.553	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

State Awards

Internal control over state programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be a material weaknesses?	None Reported
Any audit findings disclosed that are required to be reported in accordance with *2022-23 Guide for Annual Audits of California K-12 Local Education Agencies* ?	No
Type of auditors' report issued on compliance for state programs:	Unmodified

All audit year findings, if any, are assigned an appropriate finding code as follows:

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no audit findings related to the financial statements for the year ended June 30, 2023.

HIGH TECH HIGH
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

There were no audit findings and questioned costs related to federal awards for the year ended June 30, 2023.

HIGH TECH HIGH
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2023.

HIGH TECH HIGH
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023

This schedule presents the status of actions taken by the Organization on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2022.

APPENDIX C

Secretary of State
Certificate of Status

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, hereby certify:

Entity Name:	HIGH TECH HIGH
Entity No.:	2160862
Registration Date:	04/19/1999
Entity Type:	Nonprofit Corporation - CA - Public Benefit
Formed In:	CALIFORNIA
Status:	Active

The above referenced entity is active on the Secretary of State's records and is authorized to exercise all its powers, rights and privileges in California.

This certificate relates to the status of the entity on the Secretary of State's records as of the date of this certificate and does not reflect documents that are pending review or other events that may impact status.

No information is available from this office regarding the financial condition, status of licenses, if any, business activities or practices of the entity.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of June 25, 2024.

SHIRLEY N. WEBER, PH.D.
Secretary of State

Certificate No.: 223123625

To verify the issuance of this Certificate, use the Certificate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

STATE OF CALIFORNIA
FRANCHISE TAX BOARD
PO BOX 942857
SACRAMENTO CA 94257-0540

Entity Status Letter

Date: 6/25/2024

ESL ID: 7080499629

Why You Received This Letter

According to our records, the following entity information is true and accurate as of the date of this letter.

Entity ID: 2160862

Entity Name: HIGH TECH HIGH

- [x] 1. The entity is in good standing with the Franchise Tax Board.
- [ ] 2. The entity is **not** in good standing with the Franchise Tax Board.
- [x] 3. The entity is currently exempt from tax under Revenue and Taxation Code (R&TC) Section 23701 d.
- [ ] 4. We do not have current information about the entity.
- [ ] 5. The entity was administratively dissolved/cancelled on through the Franchise Tax Board Administrative Dissolution process.

Important Information

- This information does not necessarily reflect the entity's current legal or administrative status with any other agency of the state of California or other governmental agency or body.
- If the entity's powers, rights, and privileges were suspended or forfeited at any time in the past, or if the entity did business in California at a time when it was not qualified or not registered to do business in California, this information does not reflect the status or voidability of contracts made by the entity in California during the period the entity was suspended or forfeited (R&TC Sections 23304.1, 23304.5, 23305a, 23305.1).
- The entity certificate of revivor may have a time limitation or may limit the functions the revived entity can perform, or both (R&TC Section 23305b).

Connect With Us

Web: **ftb.ca.gov**
Phone: 800-852-5711 from 7 a.m. to 5 p.m. weekdays, except state holidays
916-845-6500 from outside the United States

California
Relay Service: 711 or 800-735-2929 (For persons with hearing or speech impairments)

APPENDIX D

High Tech High Board Roster

Gary Jacobs

Mr. Gary Jacobs is the Managing Director of Jacobs Investment Company LLC (JIC). JIC was created in 1997 to participate in real estate development throughout the United States. In partnership with several developers, JIC has invested over sixty million dollars in projects ranging from government services to residential to commercial. Mr. Jacobs serves as Chairman of the Board of Nutrinia Ltd. Mr. Jacobs is also a director of Next Generation Technologies, and Flourinex Active Ltd.

In the community, Mr. Jacobs serves as Chairman of the Board of Trustees of High Tech High charter schools, Graduate School of Education and national high school reform movement. HTH is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. He also serves as Chair of the Dean's Advisory Council for the Social Sciences at University of California at San Diego UCSD. He and his wife, Jerri-Ann, created the Gary and Jerri-Ann Graduate Fellowship in Social Sciences Endowment and the Jerri-Ann and Gary Jacobs Chair in Social Sciences.

In addition, Mr. Jacobs is Honorary Chairman of the Board of Directors of JCC Association of North America; and past president of the United Jewish Federation of San Diego County. He and Jerri-Ann have endowed the Jerri-Ann and Gary Jacobs Teen Director position and created an endowment for the senior department at the Lawrence Family Jewish Community Center, Jacobs Family Campus. Mr. Jacobs is also a board member of the Lawrence Family Jewish Community Center, the San Diego Center for Jewish Culture, Jewish Community Foundation, The San Diego Foundation and the UCSD Board of Overseers.
In the summer of 2000, Mr. Jacobs created and funded the Gary and Jerri-Ann Jacobs International Teen Leadership Institute. The institute brings together ten Jewish teenagers from San Diego, ten Jewish teenagers from the Shaar HarNegev region in Israel, ten Israeli Bedouin teenagers from Segev Shalom and ten Palestinian teenagers from Gaza for a year long program during which participants and staff travel together to San Diego, study historical Muslim/Jewish relations in Spain for a week and then in Israel for a week to study with a modern perspective.

Mr. Jacobs graduated in 1979 from the University of California at San Diego with a B.A. in Management Science. He worked as a Software Programmer and Engineer at Linkabit Inc. and QUALCOMM from 1979 through 1996, then as a Senior Education Specialist until 2000 working with K-12 educational institutions to enhance science and math studies.

Mr. Jacobs lives in Del Mar with his wife Jerri-Ann, and their dogs, Sunny and Winston. They have four adult children, Adam, Sara, Beth and Dylan.

Albert Lin

Albert Lin is an award winning scientist, technologists, explorer and adventurer with a knack for storytelling both on stage and the big screen. As a problem solver he has reinvented how we explore.
From the international award winning effort to search for the tomb of Genghis Khan in Mongolia using satellites, crowdsourcing, drones, and ground penetrating radar, to his recent efforts redefining human bionic capabilities with float tanks and plant medicines Dr. Lin has made headlines around the world. His innovations and passion for science have led to requested briefings from the Pentagon, multiple tech startups and an invitation to serve as an advisor to the Harvard Business School, and requests by both National Geographic and the US Dept of State to represent science and innovation to foreign nations through global speaking tours. His on screen presence is diverse, with an Emmy award winning promotional campaign (National Geographic's "Next Generation Explorer"), numerous digital spotlights, and explorer/host/narrator roles in major documentary films with National Geographic, and the BBC. As an avid outdoorsman scaled "the Nose" on Yosemite's El Cap, backpacked across the globe, and surfs wherever there are waves. With a middle name that literally translates to "Citizen of the Universe" Albert is at home anywhere. Albert is an award winning Explorer of the National Geographic Society, serial entrepreneur, UCSD scientist, and storyteller. From the remote highlands of Mongolia to the jungles of Guatemala he has applied an innovator's approach to exploration.

Lida Rafia

Dr. Lida Rafia is a social justice educator and equity practitioner, with a fervent commitment to guiding people, teams, and organizations towards cultural transformation through an equity, diversity, and inclusion lens. She was born in Tehran, Iran, and spent her formative years migrating between Iran and the United States. Growing up with a foot in each culture, she gradually reconciled the differences and embraced her identity as an Iranian-American.

With over 15 years of professional experience in higher education leadership, Dr. Rafia has served in various leadership roles in community colleges, where she has been instrumental in leading strategic change. Her areas of expertise include program and curricula design, training and facilitation, executive coaching, strategic planning, and organizational development.

As a Principal Consultant, Dr. Rafia serves as an innovative thought partner, convener, coalition builder and trusted advisor to leaders across health, higher education and business organizations to reenvision their internal policies and procedures to reflect and promote greater equity. Her demonstrated exceptional proficiency in understanding of cultural and business implications relating to psychological safety, core DEI concepts and the ability to convey and inspire persuasive cases for change, serves as a guide to create and implement effective strategies to attract, develop, and retain diverse workforces.

Dr. Rafia's professional credentials include her previous role as Dean of Student Success and Equity at Grossmont College, where she led the implementation of college-wide equity strategic initiatives, strategic planning, and professional development for faculty, staff, and administrators. In this capacity, she worked collaboratively to build consensus across various constituency groups, fostering an inclusive environment that positively impacted policies, practices, and culture. As a result of these efforts Grossmont College established a framework and strategic direction for diversity, equity and inclusion. Prior to this role, she served as the Multicultural and Retention Director, Adjunct Faculty, and Academic Advisor at Portland Community College.

Dr. Rafia's academic qualifications include a master's degree in educational leadership and policy from Portland State University and a Ph.D. in adult and higher educational leadership from Oregon State University.

Chrissy McComish

Chrissy McComish, a dedicated parent and community advocate, brings a wealth of experience to the High Tech High community. As a proud parent of three HTH Mesa students, she is deeply committed to fostering an enriching educational environment.

Chrissy has held multiple roles within the HTH community. She served as Parent Association President during the 2021-22 and 2022-23 school years, successfully fundraising, creating volunteer positions, and recruiting talented volunteers from our passionate community of families. She currently serves on the High Tech High Foundation Board as a Trustee and a member of the executive committee.
Chrissy holds a B.A. in Human Resources and boasts 13 years of experience in the field. Her HR background equips her with organizational skills, problem-solving abilities, and a keen eye for talent. For the past 10 years, she has embraced the role of a stay-at-home mom, honing her creativity, teamwork, and adaptability.

Chrissy envisions HTH as a place where every student thrives academically, socially, and emotionally. She advocates for transparent communication, community involvement, and collaborative decision-making. Her goal is to foster an inclusive and supportive environment that empowers students, educators, and families alike.

When not helping out around campus, you can find her cheering on HTMM basketball (Go Thunder!), enjoying family movie nights and walking her dog, Midnight.

Randy Ward

Dr. Randolph E. Ward was hired as the Executive Director of Teach For America in October 2018. At TFA San Diego, he has led the team in a strategic shift to accelerate the impact of the organization. He also consults with the California Collaborative for Educational Excellence (CCEE) as a systems coach for school districts in distress.

Dr. Ward retired as the San Diego County Superintendent of Schools in November 2016, after having served since August 2006. At the San Diego County Office of Education (SDCOE), Dr. Ward led the organization in completing its first formal Strategic Plan. As part of that planning process, he and the SDCOE staff worked with educational and community leaders throughout the county to cra the specific elements of the new Strategic Plan. Areas of emphasis included digital literacy, leadership development, closing the achievement gap, and ensuring global workplace readiness for all students.

Prior to being named San Diego County Superintendent of Schools, Dr. Ward was the state-appointed administrator of the Oakland Unified School District, from June 2003 until 2006. Under his leadership, student test scores in Oakland Unified increased significantly, with the largest increase in the Academic Performance Index (API) of any unified school district in the state. In addition, drop-out rates in Oakland Unified declined, attendance increased district-wide, enrollment in Advanced Placement courses and the University of California and California State University-required course sequence increased, and school crime decreased significantly. He was credited with closing a multi-million dollar budget shortfall, as well as generating unprecedented community involvement in the school system. During his tenure in Oakland the district passed a $430 million facilities bond measure, gaining 77 percent of the vote.

Prior to his tenure in Oakland, Dr. Ward was the state-appointed administrator in the Compton Unified School District from November of 1996 until June 2003. In Compton, Dr. Ward is credited with restoring fiscal and academic solvency to the struggling school system. Compton Unified was $20 million in debt and had the lowest test scores in California when Ward was

appointed. Under his leadership the district's infrastructure was rebuilt from the ground up. Student test scores increased five consecutive years, administrative overhead was reduced, and new alliances with the community were formed. In June, 2001, Compton Unified made history by becoming the first school district taken over by the state to repay its bankruptcy loan. Prior to the Compton position, Dr. Ward served as an elementary school principal and then an area superintendent for the Long Beach Unified School District in California.

Ward's education career began in the fall of 1978, as a preschool teacher in his hometown of Boston. Fluent in Spanish and English, he has also taught in Colombia and Venezuela.

Dr. Ward has a B.S. from Tus University in Early Childhood Education and Mental Health, an Ed.M. in School Leadership from Harvard and another in Educational Administration from the University of Massachusetts. He also has an Ed.D. in Policy, Planning and Administration from the University of Southern California, Los Angeles.

APPENDIX E

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2018	AB 699 Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics. The Education Code was modified and supplemented to further protect children who are immigrants.	The Charter School complies with all applicable requirements.
January 1, 2018	AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school's restrooms with feminine hygiene products.	The Charter School complies with these requirements.
January 1, 2018	AB 841 Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.	The Charter School does not advertise any foods that it is not allowed to sell pursuant to these federal programs.
January 1, 2018	SB 233 Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies, and group homes the right to review pupil records.	
June 27, 2018	AB 1808 Revised academic threshold criteria for charter renewal to remove API and add alternative measures.	The Charter School will continue to meet applicable academic threshold criteria for charter renewal.
January 1, 2019	AB 1747 Education Code Sections 47605.6(b)(5)(G)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.	The Charter School has developed a school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated by March 1 of every year.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.	The Charter School affirms that it complies with these requirements.
January 1, 2019	AB 2601 Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education.	The Charter School affirms that it complies with these requirements.
January 1, 2019	AB 1248 Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.	The Charter School affirms that it complies with these requirements.
January 1, 2019	AB 1974 Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2015 Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.	The Charter School complies with this requirement.
January 1, 2019	AB 2022 Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.	The Charter School notifies students and their parents/guardians in compliance with these requirements, and provides any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.
January 1, 2019	AB 2109 A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2121 Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.	The Charter School complies with this requirement.
January 1, 2019	AB 2239 Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.	The Charter School shall comply, as applicable.
January 1, 2019	AB 2289 Local educational agencies ("LEAs"), including charter schools, are prohibited from applying any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures ("UCP"). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2291 Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.	The Charter School will adopt all applicable procedures and make the CDE online training module available to all applicable employees.
January 1, 2019	AB 2315 Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses.	The Charter School will follow CDE guidelines and conduct any necessary training of Charter School staff.
January 1, 2019	AB 2622 This bill reduces the attendance level requirements for After School Education and Safety ("ASES") programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.	The Charter School shall comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff, if applicable.
January 1, 2019	AB 2657 Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE's website.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 2735 Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2878 Education Code Sections 52060 and 52066 requires "family engagement" to be included in a local control and accountability plan ("LCAP").	The Charter School will continue to ensure that its LCAP and annual updates to the LCAP include "family engagement."
January 1, 2019	AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.	The Charter School complies with these requirements.
January 1, 2019	AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.	The Charter School does not offer an athletic program.
January 1, 2019	SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 500- Requires schools to provide sections related to employee interactions with students in its code of conduct to parents and guardians of enrolled students on the school's website.	The Charter School affirms that it complies with these laws.
January 1, 2019	AB 81- English proficiency notification. Require the notice of assessment of a child's English proficiency to include specified additional information, including whether a child is a long-term English learner or is an English learner at risk of becoming a long-term English learner. The bill would require a school district to provide a notification letter to a pupil's parent or guardian at the time a home language survey is provided that explains the purpose of the home language survey and the procedures for identification and reclassification of English learners	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2019	SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.	The Charter School affirms it shall comply with all applicable requirements.
July 1, 2019	SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.	The Charter School affirms that it complies with these requirements.
July 1, 2019	SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.	The Charter School affirms that it complies with these requirements.
January 1, 2020	AB 272- Allows policy that restricts student use of smartphones	The Charter School affirms that it complies with these laws.
January 1, 2020	AB 379- Requires Youth Sports Organizations that sponsor or conduct amateur sports to include protocols and training on sudden cardiac arrest prevention	The Charter School affirms that it complies with these laws as applicable.
January 1, 2020	AB 543- Schools must distribute sexual harassment policies	The Charter School affirms that it complies with these laws.
January 1, 2020	AB 1219- Teachers need credentials for subject they teach (even non-core)	The Charter School affirms that it complies with these laws.
January 1, 2020	SB 223- “Jojo’s Act”- Medicinal cannabis at school site	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	AB 1595 Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator. Adds requirements to school safety plan.	Charter School does not offer interscholastic athletic programs. The Charter School has adopted a school safety plan consistent with all applicable requirements.
January 1, 2020	AB 1319 Education Code Section 48204.7 requires LEAs, including charter schools, to allow pupils whose families are migratory and who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil's status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll regardless of outstanding fees, fines, etc., or if student doesn't have all enrollment records.	The Charter School affirms that it shall comply with these laws.
January 1, 2020	AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	AB 982 Education Code Sections 47606.2 and 48913.5 require teachers to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student's overall calculation of student's grade; charter petition must include statement that suspension procedures will include above requirements.	The Charter School affirms it shall comply.
January 1, 2020	AB 711 Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil's records to include updated legal name or gender if LEA receives a "government issued document" and to reissue any documents conferred on the pupil, if requested.	The Charter School affirms it shall comply.
January 1, 2020	AB 982 Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student in the home or other settings pursuant to the student's IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first.	The Charter School affirms that it shall comply.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2020	AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable; schools with students in grades 9-12 must create a poster that notifies students of the policy prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.	The Charter School affirms that it shall provide all required information.
January 1, 2020	AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.	The Charter School affirms that it shall comply with these laws.
July 1, 2020	AB 34 Education Code Section 234.6, et al., requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harassment based on sex, Title IX information, sexual harassment policy, hate violence prevention (if exists), anti-discrimination, harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.	The Charter School affirms that it complies with these laws.
July 1, 2020	AB 1172 Requires LEAs contracting with non-public schools (NPS) to (1) conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and (2) a minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to the CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify same to the CDE.	If the Charter School contracts with NPS, it shall comply with all applicable requirements.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2020	AB 1767 Education Code Section 215 requires governing body of an LEA that serve students in K-6, inclusive, before the beginning of the 2020-21 school year, to adopt at a regular board meeting, and update, a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professionals and stakeholders.	The Charter School affirms that it complies with these laws.
July 1, 2020	SB 419 Education Code Sections 48900 and 48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025).	The Charter School's suspension and expulsion policy reflects this requirement.
September 17, 20	SB 1159- Adds Covid 19 to list of possible work-related illnesses	The Charter School affirms that it complies with these laws.
October 1, 2020	SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.	The Charter School affirms that it complies with these laws..
January 1, 2021	SB 1383- Expands Family and Medical Leave	The Charter School affirms that it complies with these laws.
January 1, 2021	AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.	Not applicable; the Charter School does not offer a youth tackle football program.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
March 5, 2021	AB 86- Report Covid cases, post Covid Safety Plan on website, money for returning to in-person	The Charter School affirms that it complies with these laws as applicable.
July 1, 2021	SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.	The Charter School affirms that it shall comply with these laws.
July 9, 2021	AB 130- Dashboard, IS policies, 2 free meals, charter term extension, NCB charter moratorium extension, requires CAASPP testing	The Charter School affirms that it complies with these laws.
September 23, 20	AB 167- Extends audit deadline to 1/31/22, A-G grants, 60 day subs, ELO, IS, LCAP	The Charter School affirms that it complies with these laws.
September, 29 20	AB 27- Schools must identify homeless students, post contact info for liaison and resources	The Charter School affirms that it complies with these laws.
October 8, 2021	SB 14- Mental/Behavior health included in absence due to illness	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 367- Menstrual products in restrooms by 22-23	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 516- Excused absence for attending cultural ceremony or event	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 599- New Williams Inspection school list criteria, list in 21-22, 22-23, then every 3 years	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 643- Schools must notify Apprenticeship Programs of College/Career fairs	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 824- Students permitted on county and charter boards starting in 2023	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 1352- Schools may request info/cybersecurity assessment by Military Department	The Charter School affirms that it complies with these laws.
January 1, 2022	SB 97- Schools must make Type 1 diabetes info available to parents starting 1/1/23	The Charter School affirms that it complies with these laws.
January 1, 2022	SB 224- Mental health included in MS and HS Health classes	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2022	SB 400- Requires homeless liaisons to identify homeless students refer for services	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 685- Employers must notify DPH and all their staff if COVID outbreak occurs at site	The Charter School affirms that it complies with these laws as applicable.
January 1, 2022	AB 2017- Allows sick leave to be used to attend to sick family members	The Charter School affirms that it complies with these laws.
January 1, 2022	AB 2992- Expands protection from retaliation for domestic violence-related time-off	The Charter School affirms that it complies with these laws.
February 19, 202	AB 181- TK staff ratio and credentials, grad requirements, independent study, parent advisory committees, 60 day subs	The Charter School affirms that it complies with these laws.
July 1, 2022	SB 328 Education Code Section 46148 requires schooldays to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.	The Charter School affirms that it shall comply with these laws.
September 27, 20	AB 185- Expenditure report deadlines for Learning Recovery Covid funds, independent study, CTE for graduation extension	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 58- Requires updated suicide prevention policies aligned with CDE model policy by January 2025	The Charter School affirms that it shall comply with these laws.
January 1, 2023	AB 408- requires LEAs to establish homeless education program policies addressing the rights of homeless youth and update these policies every 3 years. This bill also requires the LEA's homeless liaisons to annually train staff who work with homeless students on (1) the LEA's homeless education program policies and (2) recognizing signs that pupils are at-risk of or experiencing homelessness.	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 452- Requires annual parental notification about California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the regular school term.	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2023	AB 558- Guidance for serving non-school-aged children breakfast and snack at K-6 schools	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 740- awards a foster child's educational rights holder, attorney, and county social worker the same right as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. This bill also requires written notice to be provided to and inform a foster child's educational rights holder, attorney, and county social worker of the right to initiate a hearing adjudicated by a neutral officer before the foster child may be involuntarily removed by the school.	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 748- requires that schools create a poster that identifies approaches and shares resources regarding pupil mental health. The poster must be displayed prominently and they must be age appropriate and culturally relevant. The poster must be at least 8.5 by 11 inches, utilize at least a 12 point font, and it must also be digitized and distributed online.	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2023	AB 1810- if a pupil has been prescribed an emergency anti-seizure medication, authorize the LEA, upon receipt of a request from the pupil's parent or guardian, to designate one or more volunteers at the pupil's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. The bill would authorize a school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a volunteer who has been designated and received training regarding the emergency use of anti-seizure medication, to administer emergency anti-seizure medication to a pupil diagnosed with seizures, a seizure disorder, or epilepsy if the pupil is suffering from a seizure. The bill would require any LEA upon receipt of a parent or guardian's request to distribute a related notice at least once per school year to all staff. Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a pupil diagnosed with seizures, a seizure disorder, or epilepsy, the bill would require a LEA to obtain from the pupil's parent or guardian a seizure action plan that includes specified information.	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 2158- Requires “AB 1234” ethics training for board members starting 1/1/25	The Charter School affirms that it will comply with these laws.
January 1, 2023	AB 2232- HVAC requirements, inspections, standards for carbon dioxide monitors in all classrooms	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2023	AB 2329- authorize a local educational agency, as defined, to enter into a memorandum of understanding with a nonprofit eye examination provider, including, but not limited to, a nonprofit mobile eye examination provider, as defined, to provide noninvasive eye examinations consisting of providing eyeglasses to pupils at any schoolsite within the local educational agency. The bill would require a school to provide parents and guardians with an opportunity to opt out their child from receiving these eye care services, as provided	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 2355- requires a school district, county office of education, or charter school to report any cyberattack, as defined, impacting more than 500 pupils or personnel to the California Cybersecurity Integration Center.	The Charter School affirms that it complies with these laws.
January 1, 2023	AB 2638- Requires water bottle filling stations with modernization projects, notification of rights	The Charter School affirms that it complies with these laws.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2023	SB 906- requires local educational agencies maintaining kindergarten or any of grades 1 to 12, inclusive, to, informed by the model content, include information related to the safe storage of firearms in an annual notification provided to the parents or guardians of pupils. The bill would require a school official whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is alerted to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement, as provided. The bill would require, with the support of the local educational agency, the local law enforcement agency or schoolsite police, as applicable, to immediately conduct an investigation and threat assessment, as specified. The bill would require the investigation and threat assessment to include a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a schoolsite search.	The Charter School affirms that it complies with these laws.
January 1, 2023	SB 941- Authorizes inter-LEA agreements for teaching STEM and dual language immersion	The Charter School affirms that it complies with these laws as applicable.
January 1, 2023	SB 955- Excused absence for attending political events	The Charter School affirms that it complies with these laws.
January 1, 2023	SB 1397- Extends 30 day sub permits to 60 days until 7/1/23	The Charter School affirms that it complies with these laws as applicable.
January 1, 2023	SB 1479- Covid testing plans and reporting	The Charter School affirms that it complies with these laws as applicable.
September 13, 20	SB 141 – Adds “long-term English Learners” to list of significant student subgroups subject to Dashboard training	The Charter School will monitor and report data regarding long-term English learners.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
September 25, 20	AB 1078 – Expands the protections of the Safe Place to Learn Act to apply to all acts of the governing board or body of the LEA and requires that LEAs include materials that accurately portray the cultural and racial diversity of our society when adopting instructional materials. Also provides certain protections against censorship of curriculum and materials	The Charter School governing body will comply with Safe Place to Learn Act requirements and will ensure any adopted curriculum includes an accurate portrayal of cultural and racial diversity.
October 8, 2023	SB 531 – Amends requirements for work experience contractors to obtain criminal records summaries	The Charter School does not currently offer work experience programs.
January 1, 2024	AB 275 – Permits governing body of a charter school to compensate a student member of the governing body, either with elective course credit or financial compensation	The Charter School governing body does not currently include a student member
January 1, 2024	AB 370 – Amends requirements for students to achieve "state seal of biliteracy"	The Charter School will comply as applicable
January 1, 2024	AB 1605 – Requires charter schools that provide on campus access to employers also permit access to military services	The Charter School will permit military services representatives on campus to the same extent it permits other employers
January 1, 2024	AB 800 – Requires public high schools to observe "workplace readiness week" and requires schools to share basic labor rights information with minors seeking a work permit	The Charter School will incorporate required workplace readiness information in its programming
January 1, 2024	AB 5 – Provides that schools must provide at least 1 hour of required LGBTQ cultural competency training to teachers and classified employees, beginning in school year 2025-26	The Charter School will provide the required training beginning in 2025-26
January 1, 2024	AB 659 – Requires schools to provide notice to parents advising students to adhere to immunization guidelines regarding HPV when they advance to 8th grade	The Charter School will include the required information in its annual notices to parents
January 1, 2024	AB 1651 – Requires storage of emergency epinephrine auto-injectors to be stored in an accessible location and include that location in annual notices	The Charter School stores epinephrine auto-injectors in compliance with this law

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2024	AB 1283 – Requires that a school that maintains a stock of albuterol inhalers to comply with certain requirements regarding training, notices, and storage	The Charter School will comply, as applicable
January 1, 2024	AB 230 – Expands access to free menstrual products in school restrooms to schools serving students in grades 3-12	The Charter School serves students in grades 6-12 and provides free menstrual products in restrooms as required
January 1, 2024	AB 1653 – Amends requirements related to the school's emergency action plan for its athletic program to include location of emergency medical equipment and rehearsals of procedures to be followed in the event of sudden cardiac arrest, concussion, and heat illness	The Charter School has amended its emergency action plan to reflect these changes
January 1, 2024	SB 88 – Provides that the school must require background checks and other qualifications for individuals providing transportation services to students	The Charter School does not generally provide transportation to students to and from school, but will comply as necessary.
January 1, 2024	AB 1327 – Requires schools that participate in the California Interscholastic Federation to post an incident form developed by CDE on their website to receive complaints of discrimination or hazing	The Charter School will provide the incident form on its website after the CDE develops the form
January 1, 2024	AB 245 – Requires athletic coach training to include recognition of the signs and symptoms of and response to concussion, heat illness, and cardiac arrest	The Charter School will comply, as applicable
January 1, 2024	AB 611 – Requires a charter school to notify parents within 14 days of becoming aware that a contractor nonpublic school or agency's certification status has changed	The Charter School will provide notice to parents with students attending nonpublic agencies and schools as required.
January 1, 2024	SB 760 – Requires schools to maintain at least one all-gender restroom with signage indicating the restroom is available to all genders.	The Charter School has designated one all-gender bathroom and posted appropriate signage.
January 1, 2024	AB 373 – Requires charter school that operates an "intersession program" to grant priority access to foster children and homeless youth	The Charter School will prioritize foster children and homeless youth in any intersession programs

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2024	SB 350 – Increases excused absences for a student to attend funeral services or grieve the death of a family member to five days	The Charter School will amend its attendance policy to reflect this change
January 1, 2024	SB 348 – Requires schools to provide each student adequate time to eat as determined by the school in consideration of available guidance	The Charter School provides adequate time for students to eat meals.
January 1, 2024	SB 291 – Requires schools to provide supervised and unstructured recess of at least 30 minutes per regular school day and at least 15 minutes per early release day. This recess shall be distinct from physical education or mealtimes	The Charter School will meet these requirements if it provides recess.
January 1, 2024	SB 10 – Requires schools serving grades 7-12 to include opioid overdose response plans in their annual safety plan.	The Charter School will amend its school safety plan to include the required information
January 1, 2024	SB 671 – Requires schools to include procedures to assess and respond to reports of threats against the school in their annual safety plan	The Charter School will amend its school safety plan to include procedures in response to threats against the school or school events
January 1, 2024	SB 609 – Requires LEAs to post the school's current LCAP to the California School Dashboard	The Charter School will report its LCAP on the Dashboard.
January 1, 2024	SB 323 – Provides that the school safety plan must address and include adaptations for students with disabilities	The Charter School will amend its school safety plan to include adaptations for students with disabilities.
January 1, 2024	AB 446 – Amends California course of study requirements to include instruction in cursive or joined italics in grades 1-6	The Charter School will consider whether cursive instruction should be included in its 6th grade curriculum. The Charter School does not serve students in grades 1-5.
January 1, 2024	AB 1076 – Voids existing noncompete agreements in employment contracts and prohibits them going forward	The Charter School does not use noncompete clauses in its employment contracts and will not do so in the future.
January 1, 2024	SB 700 – Prohibits employers from requesting information from an applicant regarding that applicant's prior use of cannabis	The Charter School's employment application process does not include any questions related to the applicant's prior use of cannabis.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2024	SB 616 – Requires employers to provide at least 5 days or 40 hours of paid sick leave each year	The Charter School exceeds this requirement by providing its employees with more than 5 days or 40 hours of paid sick leave each year.
January 1, 2024	AB 1722 – Provides parameters under which an LEA may employ a licensed vocational nurse rather than school nurse	The Charter School utilizes contracted licensed vocational nurses where permitted.
January 1, 2024	AB 285 – Amends California course of study requirements to include climate change emphasis	The Charter School will incorporate a climate change emphasis in its curriculum.
June 29, 2024	SB 153 – Revisions to independent study board policies and clarification of recess requirements	The Charter School has updated its independent study Board Policy and complies with applicable recess requirements
July 1, 2024	SB 553 – Requires the school to develop and maintain an effective workplace violence prevention plan consistent with Labor Code Section 6401.9 and requires related training and reporting	The Charter School is in the process of developing this policy and will adopt this policy by July 1, 2024
July 1, 2024	SB 274 – Prohibits suspension of students based upon "willful defiance" in grades 6-12 until July 1, 2029	The Charter School has amended its suspension and expulsion policy to reflect this change (See Element 10)
January 1, 2025	SB 428 – Expands an employer's authority to seek a temporary restraining order on behalf of its employees to include employees who have suffered harassment	The Charter School may seek temporary restraining orders on behalf of employees as appropriate

APPENDIX F

	HIGH TECH HIGH CHULA VISTA 2025 BUDGET	HIGH TECH HIGH NORTH COUNTY 2025 BUDGET	HIGH TECH HIGH MESA 2025 BUDGET	HIGH TECH MIDDLE CHULA VISTA 2025 BUDGET	HIGH TECH MIDDLE NORTH COUNTY 2025 BUDGET	HIGH TECH MIDDLE MESA 2025 BUDGET	HIGH TECH ELEMENTARY CHULA VISTA 2025 BUDGET	HIGH TECH ELEMENTARY NORTH COUNTY 2025 BUDGET	HIGH TECH ELEMENTARY MESA 2025 BUDGET	CONSOLIDATED - ALL SCHOOLS 2025 BUDGET
Enrollment										*3,787*
Revenue										
Principal Apportionment: LCFF Base Funding	7,360,371	4,614,686	5,009,668	3,159,373	3,277,116	3,242,587	4,414,715	4,447,561	4,322,314	39,848,391
Principal Apportionment: Supplemental & Concentration	598,840	380,435	371,617	297,360	310,933	239,238	654,658	584,498	322,272	3,759,851
Federal Revenues	525,365	133,682	130,033	184,587	133,282	103,592	273,858	193,722	138,089	1,816,210
Other State Revenues	686,405	430,352	467,174	445,232	547,682	494,989	878,045	915,321	916,013	5,781,213
Local Revenues	-	-	-	-	-	-	100,000	135,000	207,000	442,000
HTHL Grant	-	-	-	-	-	-	-	-	30,824	30,824
Fund-Raising and Grants	-	-	-	-	-	-	40,000	-	-	40,000
Total Revenues	**9,170,981**	**5,559,155**	**5,978,492**	**4,086,552**	**4,269,013**	**4,080,406**	**6,361,276**	**6,276,102**	**5,936,512**	**51,718,489**
Expenses										
Compensation & Benefits	5,499,894	3,536,450	3,766,459	2,574,301	2,905,811	2,740,251	4,021,395	4,187,759	4,154,308	33,386,628
Books and Supplies	155,610	35,067	80,000	78,486	80,643	41,357	111,000	97,750	59,415	739,328
Services and Other Operating	2,169,170	1,375,458	1,554,253	1,050,912	950,886	971,863	1,743,446	1,589,347	1,347,199	12,752,534
School Facility Lease	1,132,442	471,655	445,158	307,909	250,134	241,448	357,439	276,751	224,142	3,707,078
Depreciation	120,000	82,000	40,000	10,000	37,000	-	32,000	30,000	30,000	381,000
Total Operating Expenses	**9,077,116**	**5,500,630**	**5,885,870**	**4,021,608**	**4,224,474**	**3,994,919**	**6,265,280**	**6,181,607**	**5,815,064**	**50,966,568**
Change in Net Assets	**93,865**	**58,525**	**92,622**	**64,944**	**44,539**	**85,487**	**95,996**	**94,495**	**121,448**	**751,921**
Unrestricted Net Assets - Beginning	4,582,967	3,395,688	1,823,326	2,168,309	3,276,304	1,179,034	2,458,023	2,188,710	960,441	22,032,802
Unrestricted Net Assets - Ending	**4,676,832**	**3,454,213**	**1,915,948**	**2,233,253**	**3,320,843**	**1,264,521**	**2,554,019**	**2,283,205**	**1,081,889**	**22,784,723**

***Ending Fund Balances: In some cases will be utilized to maintain and/or repair facilities.**

	Projected Increases (some data based on dashboard)	HIGH TECH HIGH CHULA VISTA	HIGH TECH HIGH NORTH COUNTY	HIGH TECH HIGH MESA	HIGH TECH MIDDLE CHULA VISTA	HIGH TECH MIDDLE NORTH COUNTY	HIGH TECH MIDDLE MESA	HIGH TECH ELEMENTARY CHULA VISTA	HIGH TECH ELEMENTARY NORTH COUNTY	HIGH TECH ELEMENTARY MESA	CONSOLIDATED - ALL SCHOOLS
	2026	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED	2026 PROJECTED
Enrollment											*3,832*
Revenue											
Principal Apportionment: LCFF Base Funding	2.93%	7,576,030	4,749,896	5,156,451	3,251,943	3,373,135	3,337,595	4,544,066	4,577,875	4,448,958	41,015,949
Principal Apportionment: Supplemental & Concentration	2.93%	616,386	391,582	382,505	306,073	320,043	246,248	673,839	601,624	331,715	3,870,015
Federal Revenues	0.00%	525,365	133,682	130,033	184,587	133,282	103,592	273,858	193,722	138,089	1,816,210
Other State Revenues	2.93%	706,517	442,961	480,862	458,277	563,729	509,492	903,772	942,140	942,852	5,950,602
Local Revenues	0.00%	-	-	-	-	-	-	100,000	135,000	207,000	442,000
HTHL Grant	0.00%	-	-	-	-	-	-	-	-	30,824	30,824
Fund-Raising and Grants	0.00%	-	-	-	-	-	-	40,000	-	-	40,000
Total Revenues		**9,424,298**	**5,718,121**	**6,149,851**	**4,200,880**	**4,390,189**	**4,196,927**	**6,535,535**	**6,450,361**	**6,099,438**	**53,165,600**
Expenses											
Compensation & Benefits	2.93%	5,669,291	3,645,373	3,882,466	2,653,589	2,995,310	2,824,651	4,145,254	4,316,742	4,282,261	34,414,937
Books and Supplies	2.00%	178,722	35,768	81,600	80,056	102,256	42,184	113,220	99,705	60,603	794,114
Services and Other Operating	2.00%	2,212,553	1,402,967	1,585,338	1,071,930	969,904	991,300	1,778,315	1,621,134	1,374,143	13,007,584
School Facility Lease	0.00%	1,134,498	471,655	445,158	307,909	250,134	241,448	357,439	276,751	224,142	3,709,134
Depreciation	0.00%	120,000	82,000	40,000	10,000	37,000	-	32,000	30,000	30,000	381,000
Total Operating Expenses		**9,315,064**	**5,637,763**	**6,034,562**	**4,123,484**	**4,354,604**	**4,099,583**	**6,426,228**	**6,344,332**	**5,971,149**	**52,306,769**
Change in Net Assets		**109,234**	**80,358**	**115,289**	**77,396**	**35,585**	**97,344**	**109,307**	**106,029**	**128,289**	**858,831**
Unrestricted Net Assets - Beginning		4,676,832	3,454,213	1,915,948	2,233,253	3,320,843	1,264,521	2,554,019	2,283,205	1,081,889	22,784,723
Unrestricted Net Assets - Ending		**4,786,066**	**3,534,571**	**2,031,237**	**2,310,649**	**3,356,428**	**1,361,865**	**2,663,326**	**2,389,234**	**1,210,178**	**23,643,554**

***Ending Fund Balances: In some cases will be utilized to maintain and/or repair facilities.**

	Projected Increases (some data based on dashboard)	HIGH TECH HIGH CHULA VISTA	HIGH TECH HIGH NORTH COUNTY	HIGH TECH HIGH MESA	HIGH TECH MIDDLE CHULA VISTA	HIGH TECH MIDDLE NORTH COUNTY	HIGH TECH MIDDLE MESA	HIGH TECH ELEMENTARY CHULA VISTA	HIGH TECH ELEMENTARY NORTH COUNTY	HIGH TECH ELEMENTARY MESA	CONSOLIDATED - ALL SCHOOLS
	2027	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED	2027 PROJECTED
Enrollment											*3,832*
Revenue											
Principal Apportionment: LCFF Base Funding	**3.08%**	7,809,372	4,896,193	5,315,270	3,352,103	3,477,028	3,440,393	4,684,023	4,718,874	4,585,986	42,279,242
Principal Apportionment: Supplemental & Concentration	**3.08%**	635,371	403,643	394,286	315,500	329,900	253,832	694,593	620,154	341,932	3,989,211
Federal Revenues	**0.00%**	525,365	133,682	130,033	184,587	133,282	103,592	273,858	193,722	138,089	1,816,210
Other State Revenues	**3.08%**	728,278	456,604	495,673	472,392	581,092	525,184	931,608	971,158	971,892	6,133,881
Local Revenues	**0.00%**	-	-	-	-	-	-	100,000	135,000	207,000	442,000
HTHL Grant	**0.00%**	-	-	-	-	-	-	-	-	-	-
Fund-Raising and Grants	**0.00%**	-	-	-	-	-	-	40,000	-	-	40,000
Total Revenues	**0**	**9,698,386**	**5,890,122**	**6,335,262**	**4,324,582**	**4,521,302**	**4,323,001**	**6,724,082**	**6,638,908**	**6,244,899**	**54,700,544**
Expenses											
Compensation & Benefits	**3.08%**	5,843,905	3,757,650	4,002,046	2,735,320	3,087,566	2,911,650	4,272,928	4,449,698	4,414,155	35,474,918
Books and Supplies	**2.00%**	222,296	56,483	83,232	81,657	124,301	43,028	115,484	101,699	61,815	889,995
Services and Other Operating	**2.00%**	2,256,804	1,431,026	1,617,045	1,093,369	989,302	1,011,126	1,813,881	1,653,557	1,401,626	13,267,736
School Facility Lease	**0.00%**	1,131,968	503,839	543,718	307,909	250,134	241,448	357,439	276,751	224,142	3,837,348
Depreciation	**0.00%**	120,000	82,000	40,000	10,000	37,000	-	32,000	30,000	30,000	381,000
Total Operating Expenses	**0**	**9,574,973**	**5,830,998**	**6,286,041**	**4,228,255**	**4,488,303**	**4,207,252**	**6,591,732**	**6,511,705**	**6,131,738**	**53,850,997**
Change in Net Assets	**0**	**123,413**	**59,124**	**49,221**	**96,327**	**32,999**	**115,749**	**132,350**	**127,203**	**113,161**	**849,547**
Unrestricted Net Assets - Beginning		4,786,066	3,534,571	2,031,237	2,310,649	3,356,428	1,361,865	2,663,326	2,389,234	1,210,178	46,428,277
Unrestricted Net Assets - Ending		**4,909,479**	**3,593,695**	**2,080,458**	**2,406,976**	**3,389,427**	**1,477,614**	**2,795,676**	**2,516,437**	**1,323,339**	**47,277,824**

***Ending Fund Balances: In some cases will be utilized to maintain and/or repair facilities.**

	Projected Increases (some data based on dashboard)	HIGH TECH HIGH CHULA VISTA	HIGH TECH HIGH NORTH COUNTY	HIGH TECH HIGH MESA	HIGH TECH MIDDLE CHULA VISTA	HIGH TECH MIDDLE NORTH COUNTY	HIGH TECH MIDDLE MESA	HIGH TECH ELEMENTARY CHULA VISTA	HIGH TECH ELEMENTARY NORTH COUNTY	HIGH TECH ELEMENTARY MESA	CONSOLIDATED - ALL SCHOOLS
	2028	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED	2028 PROJECTED
Enrollment											*3,832*
Revenue											
Principal Apportionment: LCFF Base Funding	**3.30%**	8,067,081	5,057,767	5,490,674	3,462,722	3,591,770	3,553,926	4,838,596	4,874,597	4,737,324	43,674,457
Principal Apportionment: Supplemental & Concentration	**3.30%**	656,338	416,963	407,297	325,912	340,787	262,208	717,515	640,619	353,216	4,120,855
Federal Revenues	**0.00%**	525,365	133,682	130,033	184,587	133,282	103,592	273,858	193,722	138,089	1,816,210
Other State Revenues	**3.30%**	752,311	471,672	512,030	487,981	600,268	542,515	962,351	1,003,206	1,003,964	6,336,298
Local Revenues	**0.00%**	-	-	-	-	-	-	100,000	135,000	207,000	442,000
HTHL Grant	**0.00%**	-	-	-	-	-	-	-	-	-	-
Fund-Raising and Grants	**0.00%**	-	-	-	-	-	-	40,000	-	-	40,000
Total Revenues	**0**	**10,001,095**	**6,080,084**	**6,540,034**	**4,461,202**	**4,666,107**	**4,462,241**	**6,932,320**	**6,847,144**	**6,439,593**	**56,429,820**
Expenses											
Compensation & Benefits	**3.08%**	6,023,897	3,873,386	4,125,309	2,819,568	3,182,663	3,001,329	4,404,534	4,586,749	4,550,111	36,567,546
Books and Supplies	**2.00%**	266,742	77,613	84,897	83,290	146,787	43,889	117,794	103,733	63,051	987,796
Services and Other Operating	**2.00%**	2,301,940	1,459,647	1,649,386	1,115,236	1,009,088	1,031,349	1,850,159	1,686,628	1,429,659	13,533,092
School Facility Lease	**0.00%**	1,132,916	503,839	543,718	307,909	250,134	241,448	357,439	276,751	224,142	3,838,296
Depreciation	**0.00%**	120,000	82,000	40,000	10,000	37,000	-	32,000	30,000	30,000	381,000
Total Operating Expenses	**0**	**9,845,495**	**5,996,485**	**6,443,310**	**4,336,003**	**4,625,672**	**4,318,015**	**6,761,926**	**6,683,861**	**6,296,963**	**55,307,730**
Change in Net Assets	**0**	**155,600**	**83,599**	**96,724**	**125,199**	**40,435**	**144,226**	**170,394**	**163,283**	**142,630**	**1,122,090**
Unrestricted Net Assets - Beginning		4,909,479	3,593,695	2,080,458	2,406,976	3,389,427	1,477,614	2,795,676	2,516,437	1,323,339	70,921,378
Unrestricted Net Assets - Ending		**5,065,079**	**3,677,294**	**2,177,182**	**2,532,175**	**3,429,862**	**1,621,840**	**2,966,070**	**2,679,720**	**1,465,969**	**72,043,468**

***Ending Fund Balances: In some cases will be utilized to maintain and/or repair facilities.**

APPENDIX G

HIGH TECH HIGH SCHOOLS Cash Flow

- EXCLUDES PRIVATELY FUNDED GRANTS AND SOURCES 3213, 3214, 3218, 3219, 7422, 7425, 7426, 6762, 7435, 6053 (SHORT TERM COVID RELATED)

	6/30/2025	7/31/2025	8/31/2025	9/30/2025	10/31/2025	11/30/2025	12/31/2025	1/31/2026	2/28/2026	3/31/2026	4/30/2026	5/31/2026	6/30/2026
Projected Net Assets Combined	22,784,723												
Starting Cash on Hand		19,743,252	19,944,877	17,899,969	17,681,864	15,636,956	13,592,048	13,283,132	11,238,224	12,538,240	15,574,248	16,874,264	18,174,280
Revenue													
Principal Apportionment: LCFF Funding State Aid		1,930,862	1,930,862	1,930,862	1,930,862	1,930,862	1,930,862	1,930,862	5,275,786	5,275,786	5,275,786	5,275,786	5,275,786
Principal Apportionment: Education Protection Account		0	0	1,247,750	0	0	1,247,750	0	0	1,247,750	0	0	1,247,750
Federal Revenues		0	0	454,053	0	0	363,242	0	0	363,242	0	0	635,673
Other State Revenues		495,884	495,884	495,884	495,884	495,884	495,884	495,884	495,884	495,884	495,884	495,884	495,878
Local Revenues		26,520	26,520	26,520	26,520	26,520	26,520	26,520	26,520	26,520	26,520	26,520	150,280
HTHL Grant		2,569	2,569	2,569	2,569	2,569	2,569	2,569	2,569	2,569	2,569	2,569	2,569
Fund-Raising and Grants		3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	4,800
Total Revenues		2,459,035	2,459,035	4,160,838	2,459,035	2,459,035	4,070,027	2,459,035	5,803,959	7,414,951	5,803,959	5,803,959	7,812,736
Expenses													
Compensation & Benefits		1,479,842	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,100	2,994,095
Books and Supplies		34,147	69,088	69,088	69,088	69,088	69,088	69,088	69,088	69,088	69,088	69,088	69,087
Services and Other Operating		559,326	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,660	1,131,658
School Facility Lease		309,095	309,095	309,095	309,095	309,095	309,095	309,095	309,095	309,095	309,095	309,095	309,089
Depreciation - No Effect on Cash Flow													
Total Operating Expenses		2,382,410	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,943	4,503,929
Less: Capital Assets - Net of Depreciation	(1,941,471)												
Less: LCFF State Aid Deferrals (positive indicates repayment)													
Less: Projected Receivable Federal	(400,000)	100,000		100,000			100,000			100,000			(400,000)
Less: Projected Receivable State Restricted	(100,000)	25,000		25,000			25,000			25,000			(100,000)
Less: Cash Needed to Remain in Treasury for STRS/PERS	(600,000)												(600,000)
Total Adjustments to Net Assets	(3,041,471)	125,000	0	125,000	0	0	125,000	0	0	125,000	0	0	(1,100,000)
Temporary Use of Line of Credit													
Total Cash on Hand	19,743,252	19,944,877	17,899,969	17,681,864	15,636,956	13,592,048	13,283,132	11,238,224	12,538,240	15,574,248	16,874,264	18,174,280	20,383,087