

# Charter Petition

Respectfully submitted to  
the San Mateo Union High  
School District for the term  
July 1, 2014 to June 30,  
2019

[Material revision](#)  
submitted: fill in date

# [DESIGN TECH HIGH SCHOOL]

Knowledge in Action

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## EXECUTIVE SUMMARY

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Design Tech High School will be a public school of approximately 520 students that will serve grades 9-12 in the San Mateo Union High School District. Our educational model emphasizes knowledge in action and extreme personalization. We will use technology to implement this model by placing cutting edge tools in the hands of students and giving teachers the tools to customize student learning. We will also teach students a problem-solving process called design thinking, which has gained notoriety through the Hasso Plattner Institute of Design at Stanford University (the d.school). Design Tech High School will provide students in the San Mateo Union High School District another quality school option and compliment the efforts of the District. This charter describes the rationale, operational details and financial strategy for building a successful and sustainable new public school for SMUHSD.

*Education at all levels needs to adopt 21st century methods and tools to develop the appropriate learning environment for encouraging creativity, innovation and the ability to think outside the box to solve problems. Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods all require new models, frameworks, and paradigms. It is time to rethink the old systems and fundamentally “reboot” the educational process. -World Economic Forum 2011*

### **Mission and Vision**

Technology has changed the way we interact with the world, making it increasingly customizable and personalized. We can listen to our music of choice whenever we want; we can go online, custom design a shirt and have it delivered to our doorstep; there are apps available to create personalized fitness plans; and with the advent of 3-D printing, individuals can now design and manufacture clocks, motors, furniture and more in their own homes.

It's time for schools to start reflecting these changes. Schools must utilize technological breakthroughs to give students the opportunity to have active, personalized educational experiences, redefining what it means to be a teacher and a student. We are now in the midst of a revolution in education, with a great opportunity for SMUHSD to play a key role in shaping the education system.

In addition to implementing new structures and practices for educating students, Design Tech High School will have an intense focus on adult learning. Design Tech High School will provide teachers with an intense clinical experience, and ultimately move the teacher credentialing process from the university to the schoolhouse door by functioning as a graduate school of education.

### **Who Does Design Tech Serve?**

Design Tech will serve families in the San Mateo Union High School District. We will strive to ensure that our student body is representative of the general population residing in the district.

### **How is Design Tech Different from Other Schools?**

Design Tech meets students where they are and allows them to progress through the content at their own pace. We will also teach students design thinking with the expectation that students will apply what they learn to solving real problems. Highlights of the school include:

## EXECUTIVE SUMMARY

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An online curriculum and assessment system that allows students to move through a class at their own pace and gives teachers the information they need to decide how best to help students reach their goals.

A flexible daily schedule based on student need. Each week teachers will meet to create schedules for students based on student need. In some cases teachers will schedule small group work or individual tutoring sessions for students to receive extra help. At other times students will be given additional time to work on projects about which they are passionate.

A design advisory for every student. All students will be enrolled in a four-year design advisory class. During this class, students will learn the fundamentals of the design process which include: empathizing, prototyping and testing. It is through the design process that students will be expected to solve real problems and pursue their passions. Design Tech will be part of the Stanford d.school's K12 network which will give students access to all of the newest design techniques.

Access to low-tech and high-tech tools. Not only will every student have access to a personal computing device, but they will also have access to a digital fabrication lab filled with tools ranging from hammers and nails to laser cutters and 3-D printers. Design Tech students will be expected to build their ideas and turn their knowledge into action.

Design Tech will also be a graduate school of education. As part of its long-term strategy, Design Tech will begin implementing plans to become a teacher preparation program. Design Tech staff are committed to continually learning the most effective methods for educating students and will only hire teachers who share this attitude.

## ASSURANCES & AFFIRMATIONS

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As the authorized lead petitioners, we, Ken Montgomery and Nicole Cerra, hereby certify that the information submitted in this petition for a California public charter school to be named Design Tech High School (“d.tech” or the “Charter School), and to be [authorized by](#) the San Mateo Union High School District (“SMUHSD” or the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §§ 60605 and 60851, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code §47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

## ASSURANCES & AFFIRMATIONS

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- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. Education Code §47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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)
- The Charter School will notify the superintendent of the school district if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School will comply with the Public Records Act.
- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].
- The Charter School will comply with the reporting and plan development guidelines regarding the Local Control Accountability Plan. [Ref. Education Code Section 47605.6]

Signature of Lead Petitioners,

# ASSURANCES & AFFIRMATIONS

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\_\_\_\_\_  
Ken Montgomery

\_\_\_\_\_  
Nicole Cerra

# INTRODUCTION

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Design Tech High School aims to compliment the educational models at the San Mateo Union High School District by offering students an alternative experience that allows students to put their knowledge into action.

## MISSION and VISION

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Technology has changed the way we interact with the world, making it increasingly customizable and personalized. We can listen to our music of choice whenever we want; we can go online, custom design a shirt and have it delivered to our doorstep; there are apps available to create personalized fitness plans; and with the advent of 3-D printing, individuals can now design and manufacture clocks, motors, furniture and more in their own homes.

It's time for schools to start reflecting these changes. Schools must utilize technological breakthroughs to give students the opportunity to have active, personalized educational experiences, redefining what it means to be a teacher and a student. We are now in the midst of education's second great revolution with a great opportunity for SMUHSD to play a key role in shaping the education system.

In addition to implementing new structures and practices for educating students, Design Tech High School will have an intense focus on adult learning. Design Tech High School will provide teachers with an intense clinical experience, and ultimately move the teacher credentialing process from the university to the schoolhouse door by functioning as a graduate school of education

## FOUNDERS

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Design Tech High School is a teacher-led initiative, supported by critical partnerships with experts in education technology, leaders in design thinking, and community members. This group came together based on a common interest in creating an option for students in the San Mateo Union High School District to experience a more personalized, active educational experience. This group has experience and expertise in school leadership, curriculum and instruction, design thinking, educational technology, and teacher training. The founding members are:

### *Ken Montgomery*

Ken taught at the high school level for nine years, served as a middle school assistant principal for two years, and a high school assistant principal for four years. As a teacher Ken primarily taught 11th grade English, but specialized in developing new courses and integrating technology in the classroom. During his time teaching, he developed courses in Oral Interpretation, Psychology, Media Literacy, and Creative Writing. He coached speech and debate for eight years, guiding students to placing at the state and national level. He also served as the Technology Coordinator at Rancho Bernardo High School in San Diego. During his time as a teacher he earned several awards, including National Board Certification, Teacher of the Year at Rancho Bernardo High School, and an honorable mention for the All-USA Today Teacher Team. Ken completed his Masters in Education and Ph.D. in Administration and Policy Analysis

## INTRODUCTION

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at Stanford University. While at Stanford he developed a school leadership course, which he taught for four years. In addition to working in schools, he has co-authored a chapter on charter school policy with Linda Darling Hammond and published in *The School Administrator* and *The New Superintendent's Journal*. He also co-authored reports on, "Small School Reform in Oakland Unified School District: New Small Schools Initiative Evaluation", and "Developing Common Instructional Practice Across a Portfolio of Schools: Reforming Milwaukee Public Schools".

### *Nicole Cerra*

Nicole began her career in education mentoring at-risk teens in Seattle as a member of the AmeriCorps program and then went on to tutor high school students while earning a Masters in Education at the University of California in San Diego. Nicole taught English and AVID at Sweetwater High School, just one mile from the U.S. - Mexico border, and then moved to the Bay Area where she works as an English teacher at Capuchino High School in San Bruno.

During the nine years Nicole has been a teacher she has taught mostly 9th and 10th grades, and worked with students who have a wide range of needs, including honors students, English language learners, special education students and students who are reading far below grade level. Her focus has been on helping students develop an academic identity and meeting each student where they are so that they get the educational experience they need. Currently, Nicole directs the 9th and 10th grade teams on her campus. These are interdisciplinary teams that share common students and use common instructional strategies to personalize the experience of the 9th and 10th grade students. The program has been successful in significantly reducing the D and F rate and improving the average G.P.A. of the freshmen.

### *Elizabeth (Betsy) Corcoran*

Betsy is the co-founder and CEO of EdSurge, a leading publication and reviewer of education technology software and trends. Betsy graduated from Georgetown University with a degree in economics. She has been a staff writer for Scientific American and The Washington Post; she also served as executive editor for technology for Forbes Media.

Betsy has been actively engaged in education as a parent and as a writer. She chaired the Site committee at Burlingame's Lincoln Elementary School, where she ran a science club and was honored as a "parent of the year" for her contributions, which included extensive support of the school's library and computer lab. She is currently chair of the Burlingame Library Trustees. EdSurge has received support from the Bill and Melinda Gates Foundation for its reviews and commentary on education technology.

### *Sandra Feder*

Sandra is a graduate of Stanford University where she was managing editor of *The Stanford Daily*. She went on to become a news assistant in the Washington, D.C. bureau of *The New York Times* and then worked as a reporter for several newspapers in California.

Sandra has been an active volunteer in the schools, serving for several years on the Site Council at Burlingame Intermediate School. During her two years chairing the council, Sandra moved the group in new directions. She worked closely with principal Pam Scott and helped connect the school's project-based learning courses with real-world learning opportunities like visiting the Google campus. Through Sandra's efforts, BIS teachers participated in design-thinking training at Stanford's d.school, resulting in classes based on the design-thinking approach and numerous school-wide design challenges. BIS recently became eligible for a California Distinguished School Award.

## INTRODUCTION

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### *Christy Knott*

Christy has been educating and mentoring high school students since obtaining her Bachelor's degree in Recreation and Leisure Studies from San Francisco State University. She has had two significant experiences working in alternative high school settings. The first was during an internship at Eagle Rock School and Professional Development Center in Colorado - a private, tuition-free, residential high school for students who had not experienced success in a traditional high school setting. The second experience was working as an assistant teacher at the Galileo Outdoor Adventure Program, a self-contained classroom within Galileo High School for students who were in need of a different structure to their school day.

Christy started her official (credentialed) teaching career in the San Mateo Union High School District in the fall of 2002. Since then, she has taught at Hillsdale (1 year), Capuchino (7 years), and San Mateo (3 years). Christy taught health, physical education, English Language Development, and study skills, working with students of all grade levels. Her most significant work has been with 9th grade students in the health classes. Her focus has been on helping students develop empathy for others and understand the power they have to make choices that help them move toward their future goals. Christy also became a teacher-leader in technology, putting to use the knowledge gained through earning her Master's degree in Instructional Technology. Additionally, she has played a leadership role in the district health curriculum council, was a master teacher for a credential-candidate, and co-coordinated Link Crew, a freshmen orientation program. Christy has spent her teaching career designing curriculum and projects that help students see the connections between their class and the real world.

### *Wendy Little:*

Wendy has worked in the field of education for over 15 years, serving students as young as preschool all the way through college level students. Wendy currently runs the Child Development program at Capuchino High School where she teaches 11th and 12th grade students about children's development. These students now assist in running a community preschool on the high school campus. Under Wendy's leadership, the students in Child Development plan and implement developmentally appropriate activities for children. Students also are guided through the process of preparing and delivering a preschool parent conference for a child in the preschool. Many students from Wendy's program have gone on to acquire jobs in the community working with children. Students from this program can also earn up to six units of college credit through Skyline College for successful completion of course requirements.

Prior to coming to the high school environment, Wendy completed her Ph.D. in Human Development at UC Davis where she continues to be part of the Family Research Group (headed by Rand and Katherine J. Conger). Wendy's research focused on family relationships and how adolescents transition to adult roles and contexts. Wendy has also taught a variety of lab and psychology courses for Westmont College in Santa Barbara. Part of her responsibility at Westmont was preparing future teachers by teaching the Child Development courses for the Psychology and Education Departments.

### **Strategic Partnerships and Support**

We will partner closely with experts on design thinking and blended learning, including:

*Stanford d.school:* We are an official partner of the K12 lab at Stanford's Institute of Design. We will take part in on-going professional development at the d.school to deepen our understanding of design thinking and how it can be used in the classroom. We will work closely with them to create our design advisory and to study the potential for design thinking to transform high school education.

## INTRODUCTION

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*FabLab@school:* We will work with staff from the FabLab@school at Stanford to train teachers on how to use a FabLab in support of project-based learning. The FabLab team will provide professional development for staff, and we will host a graduate student from the FabLab team on our site. The FabLab team will also use our site to further their research agenda on skills assessments.

*CK-12:* CK-12 staff will provide our teachers support in developing and using FlexBooks. We currently have team meetings at the CK-12 office to develop FlexBooks and look forward to a long-term partnership with them.

## ELEMENT A: EDUCATIONAL PROGRAM

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*”A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be and ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(b)(5)(A)(i)*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(b)(5)(A)(ii)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Education Code Section 47605(b)(5)(A)(iii).*

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### STUDENTS TO BE SERVED

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Design Tech High School will serve students in grades 9-12 in the San Mateo area with a total enrollment of approximately 500 students. The Charter school will serve grade levels that coincide with the District’s grade levels. In the first year, 2014-15 the school plans to serve approximately 130 students in grade 9. We will add one grade level each year.

**Table 1. Enrollment Projections**

Grades	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
<b>9</b>	150	<u>140</u>	<u>130</u>	<u>140</u>	<u>140</u>
<b>10</b>		150	140	<u>140</u>	<u>140</u>
<b>11</b>			150	<u>135</u>	<u>135</u>
<b>12</b>				<u>135</u>	<u>135</u>
<b>Total</b>		290	<u>420</u>	<u>550</u>	<u>550</u>

## ELEMENT A: EDUCATIONAL PROGRAM

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In recent years, SMUHSD has experienced enrollment growth and is projected to grow by 1400 students to 9,804 students by the year 2022. That growth is concentrated in the southern part of the district. Given the District's current space, the challenge of serving these additional students will start in 2018<sup>1</sup>. Design Tech High School will be fully enrolled with approximately 520 students in 2018 and would help address this increased District enrollment, especially if we are located in the southern part of the district.

As an open enrollment district, SMUHSD has a tradition of providing students with choices that best meet their educational needs. Currently, students may choose among six comprehensive high schools. In addition to meeting the enrollment challenges faced by the District, Design Tech High School will provide students an educational option much different from the comprehensive high school options currently offered in the district. Design Tech High will provide a distinct educational program to better serve students who may not reach their full potential in the comprehensive high school setting. There is no other school in our district offering a flexible, personalized learning model like this one. However, there are students in our district who are not experiencing success learning at the pace set forth in the district's traditional course of study and seven period day. Levels of achievement among our English language learners (ELL) and students with disabilities continue to lag those of other sub-groups. The district data for 2011-12 show that ELLs in the district did not meet the API target, and in fact, lost 20 points. Similarly, students with disabilities did not meet the API target, instead losing 3 points.

Our model creates an individualized learning plan for every student, recognizing that each student has different needs and should be allowed to chart a course that meets them where they are and allows them the time they need to demonstrate competency in critical skills. Schools across the nation have used this kind of competency based education to effectively address the needs of struggling students, including English language learners, credit deficient students, and students with disabilities. A mastery-based program like ours improves student motivation, particularly among struggling students, because the opportunity to learn at one's own pace helps students understand that they can master new skills and experience success (Toshalis and Nakkula, 2012; Dweck, 2006, 2007). Schools such as those in California's Lindsey Unified School District, the Boston Day and Evening Academy, and the Virtual Learning Academy Charter School in New Hampshire, are proof points that a school can meet a wide range of needs for a diverse pool of high school students using this approach.

Furthermore, while the district schools offer many content-specific courses that allow for hands-on learning, they do not offer each student the opportunity to engage in deep study of any topics and problems that interest them. Our design advisory teaches all students the same problem-solving approach – design thinking – but allows students to apply that approach to topics about which they are passionate. Many students coming to our district are exposed to design thinking and problem-solving curriculum at their middle schools, especially at Burlingame Intermediate School and Bayside STEM Academy, and they want the opportunity to explore these skills in depth at the high school level.

The parent groups we speak to are enthusiastic about this approach and are meaningfully interested in sending their child to a school that offers this model as an option in our district.

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<sup>1</sup> SMUHSD Daily Journal Feb. 7, 2013.

## ELEMENT A: EDUCATIONAL PROGRAM

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### Target Student Population

We expect the demographics of our student population to mirror those of the district. There is no typical d.tech student. Any student who has a desire for an educational experience that is actively engaging will find Design Tech High School to be a good fit.

At Design Tech High School, students will have continuous opportunities, through the curriculum and the design advisories, to develop a sense of optimism and self-efficacy. Students will come to believe that the world can get better and that they can play a part in its improvement.

These student traits cut across demographic groups. Our student profile is based on the dreams of the student and their motivation to fulfill those dreams. At d.tech, students will have opportunities to discover, pursue and develop skills around their areas of passion.

### EDUCATIONAL PHILOSOPHY

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We, the founders of Design Tech High School, believe that every person has the power to be creative and improve the world. Each student and employee must have a sense that the world can get better and that they can be the one to make it happen. We believe that by adhering to the core principles of design thinking - empathy, radical collaboration, building to think, and testing prototypes - we can unleash each person's creative potential and work in an environment that is engaging and productive for students and staff.

We also believe that education best occurs when it is personalized and active. Teachers should meet students where they are and help them not only master content, but also apply their knowledge in an authentic way. Technology can facilitate this educational philosophy when teachers use it to personalize content to student needs and place cutting edge tools in the hands of students.

In line with the Common Core State Standards, we also believe that students must learn what we call "success skills," such as collaboration, communication, and research skills. By combining content-mastery with creative problem-solving, d.tech will give students the tools necessary for success in college and career. d.tech will incorporate design thinking, technology, and an explicit focus on success skills so that students can forge an identity that will help them as students, professionals, and citizens who can change the world for the better.

### Using design thinking to solve real-world problems

At d.tech we believe that all students have the potential to make valuable contributions to society *while* they are in high school. In addition to the standards-based content in core academic subjects, each student will also engage in our design advisory where they learn the design thinking process, a human-centered approach to problem-solving that focuses on empathy, collaboration, rapid prototyping. This problem-solving approach has proved effective in the business sector, where companies like Google, eBay, and Citrix train their employees in design thinking. IDEO is a leading design firm that first conceptualized the approach of design thinking and they continue to help some of the most successful organizations, such as Apple, Sesame Workshop, and GE, solve problems that make their products and businesses more

## ELEMENT A: EDUCATIONAL PROGRAM

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effective. They even use their methods to solve problems in the social sector addressing big challenges in poverty and education. Furthermore, Stanford's red lab has conducted research on the use of design thinking in the classroom and has found that students who engage in the process build their capacity to empathize with others and collaborate, two skills that business leaders say recent high school and college graduates lack (Kwek, 2011).

All students will be enrolled in a design advisory class where they will learn the design thinking process and undertake design challenges asking them to solve real-world problems. d.tech will solicit design challenges from local organizations and community members, as well as students and parents. Students will be expected to apply the content they learn in their academic courses to their design challenges. The design advisory period will be a unique experience for students, and it will also require teachers to forge a new professional identity. The teacher's primary job as design advisor becomes providing feedback as students implement their ideas and helping students make connections between the content learned in core courses and their design challenges.

### **Using technology for personalization and creation**

Technology is rapidly changing how we learn. The world has changed such that content is literally at our fingertips. New learning technologies also allow students to interact with content, get instant feedback on their work, and be "tutored" by computer programs. These changes give d.tech the opportunity to deliver content and instruction that are tailored to student needs (Rice, 2006; Barr and Parrett, 2001).

Depending on a student's academic needs and favored learning environment, they may choose to receive content in one or more of several formats, including: small group instruction, blended/online learning, or one-on-one tutoring. Research has demonstrated that students benefit from flexible systems that are tuned to their individual learning needs (Rice, 2006; McLoughlin, 2002). The most successful models of networked learning include both highly flexible programming and scaffolded support by teachers to the student (McLoughlin, 2002; Vygotsky, 1978). In this d.tech's system, the teacher acts as facilitator and coach, reviewing a student's progress through the curriculum each day and determining whether or not the student's chosen modality is providing them with the best access to academic success. Technology creates an efficient use of time so that the teacher and student can use the time saved to engage deeply in the content and focus not only on understanding the content but truly mastering it by applying it to multiple contexts. Technology will also be used to personalize the student experience by allowing students to progress in their courses based on demonstrated content mastery rather than seat time. This shift in the role of the teacher has been implemented in 'Next Generation' school models across the country (See Public Impact, 2012).

Not only will d.tech use technology to provide students a personalized educational experience, but it will also place technology in the hands of students for them to use as creators. d.tech will give students access to fabrication labs as developed by Professor Paulo Blikstein at Stanford University. These digital fabrication labs include 3-d printers, precision cutters and other tools students need for creating the prototypes that come out of their design challenges.

### **Explicitly teaching and assessing both product and process**

## ELEMENT A: EDUCATIONAL PROGRAM

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The design challenges at d.tech will give teachers the opportunity to teach and assess students in the success skills widely viewed as key to student success in college but rarely given proper attention in high school. Colleges and universities readily acknowledge that the skills used in the design thinking process are highly important to student success, but education does not have the proper tools to assess these skills. We will work with the Transformative Learning Technologies Lab to help create the assessments needed to do this work.

### HOW LEARNING BEST OCCURS

Educators around the country and world are looking for new models of educating high school students. They are looking for schools that promote the traits that today's leaders say they are looking for in the next generation - problem-solving skills, resourcefulness, creativity and the flexibility to overcome obstacles. For schools to deliver these results, they must create a curriculum that is substantially different from the current model. The hallmarks of this 21st century curriculum are high standards, personalization, active learning, success skills, real-world engagement, and a focus on physical, social and emotional wellness.

The matrix below outlines the essential elements of our curriculum on the left and then the methods or structures we use to provide those elements to students along the top row. Beneath the matrix is a detailed description of each curriculum element.

**Table 2. Hallmarks of the d.tech Curriculum**

	Design Advisory	Multiple Learning Modalities	Flexible Scheduling	Concurrent Enrollment	Intersession	Morning Advisory and Life Coaching	Wellness Program
<b>Common Core Standards</b>	X	X	X	X	X		
<b>Success Skills for 21<sup>st</sup> Century</b>	X	X	X		X	X	X
<b>Personalization</b>	X	X	X	X	X	X	X
<b>Active, Interdisciplinary Learning</b>	X	X			X	X	X
<b>Real-World Engagement</b>	X			X	X	X	
<b>Physical, Social, Emotional Health</b>	X		X			X	X

### **Content Courses Based on Common Core State Standards**

d.tech offers an innovative educational model, but that does not mean that all elements of the traditional disciplines are abandoned. Mastery of content knowledge in English, history, math, science and world

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languages is the foundation for understanding our world and the starting point for analytical and creative thinking. We want d.tech students to change the world, and to do so they will need to have a solid foundation in core subjects as well as the ability to envision an innovative future.

Students will access their core content through teacher instruction and online materials including FlexBooks, which are personalized online curriculum formats from the innovative company CK-12.<sup>2</sup> All instructional materials will be aligned with the Common Core State Standards. Each student will have access to his/her FlexBooks through a school issued laptop. Teacher instruction will take place in a variety of ways including small group meetings, discussions, lecture-style formats, and one-on-one tutoring. This instruction will work in conjunction with digital course materials such as articles, videos, animations, simulations, discussions, web links and study guides that are organized in one student playlist. Students will demonstrate their understanding of the content through frequent practice questions and online quizzes. Teachers use this data, as well as their interactions with students, to differentiate the material and coach students through their next steps, such as small group work or online tutoring, until students reach competency. Efficient uses of technology will free up time in the classroom for teachers to guide students in delving deeper into the most important and intriguing concepts.

Once students demonstrate a proficient understanding of a topic through frequent comprehension checks, the student completes one or more performance assessments that ask students to demonstrate true mastery of the material. These performance assessments assess students on their ability to engage in higher level thinking skills like application, analysis, synthesis and evaluation. The new Common Core State Standards demand that students engage in more of this kind of higher order thinking and our assessment approach will prepare students for the new SMARTER balanced state assessments. Performance assessments will assess multiple concepts and how they relate. They might ask students to conduct a lab, solve a complex problem, conduct a discussion, produce a scene from a play, participate in a debate, write an essay, or some other task that requires not only knowledge but deep engagement and critical thinking. These assessments would be treated as benchmarks that students must meet before moving on, so students could revise or re-do the assessments until they reach the benchmark. See Priest, Rudenstine, Weisstein, (2012) for a review of performance assessment in the K-12 context.

### **Success Skills for the 21st Century**

Content-based, discipline-specific skills are critical to a student's success; however, these skills alone are not enough for a student to experience success as they leave school and become citizens in the 21st century. Though the cognitive skills we explicitly teach and assess in secondary education are important, the "non-cognitive skills" of teamwork, persistence, and communication account for 80% of labor market outcomes. In making hiring decisions employers find that a candidates applied skills are more important than their content knowledge. (Payne, 2012). At d.tech, we explicitly teach and assess the skills needed to collaborate, innovate, communicate, demonstrate, question and research. In addition we'll be looking for students to internalize the important mind-sets of self-management, persistence, and reflection (Ryan and Deci, 2000; Rose and Gravel, 2010; Barsalou, Breazeal, and Smith, 2007). Students are regularly given

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<sup>2</sup> For more information about the CK-12Flexbooks and to see examples of the content, please visit: <http://www.ck12.org/student/>.

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feedback on the products of their learning, and the processes they implement in learning. Through morning advisory, teacher coaching, design advisory and our wellness program, students will be exposed to the latest research on creativity, the best practices in collaborative work, and the newest tools for conducting research. d.tech students learn to approach all their work with these skills, whether it be using persistence to master a challenging math skill or applying their communication skills to pitch their new design project to a venture capitalist.

### **Personalization**

At Design Tech High School, our courses are vehicles for learning and documenting proficiency. We believe that the curriculum should meet students where they are and offer them a personalized approach to learning so that their talents, knowledge, interests and skills are maximized. Every aspect of the d.tech curriculum is personalized. With the guidance of teachers, students access the core content in the modality that works best for them and then move at the pace that is developmentally appropriate for them. Thanks to advances in technology and a flexible scheduling model, teachers can truly differentiate the materials and instruction to meet each student's needs. (Bailey, Ellis, Schneider, and Vander Ark (2013).

Just as our academic curriculum is personalized to student needs, so too our problem-solving curriculum is personalized to student skill levels and empowers students to explore their own interests. The curriculum is flexible enough that teachers can guide each student to work through problems, questions and challenges that the student finds important and that teachers determine address core concepts. Students are taught skills and given tools that allow them to turn their powerful ideas into reality.

Education is personalized not only in content, but also in time and space through our flexible schedule. Although all students are on campus for a full school day every day, a student's daily schedule will be determined by the student's academic needs. If a student needs extra help because he can't pass his physics quiz, his science teacher can schedule a small group lesson with similar students right away. If a student demonstrates understanding of the Industrial Revolution, her history teacher can schedule a debate with other students over the advantages and disadvantages of industrialization to assess true mastery of the content. All students will have time during the day when they go to our large central work space on campus called the "Learning Hub" to work on course material independently, find resources, take a deep breath, get organized, meet with teachers for extra help, or work collaboratively on projects.

By tailoring the curriculum to student needs, teachers will be able to give appropriate instruction to students at all levels (Gardener, 1983; Public Impact, 2012; Vygotsky, 1978, Rogoff, 1990). This is especially important for English Learners and students with disabilities (Rose and Gravel, 2010). Teachers will be expected to modify the curriculum to give students access to the common core academic content standards. This will allow English learners to gain content knowledge while they become proficient in English (McLoughlin, 2002; Rose and Gravel, 2010) .

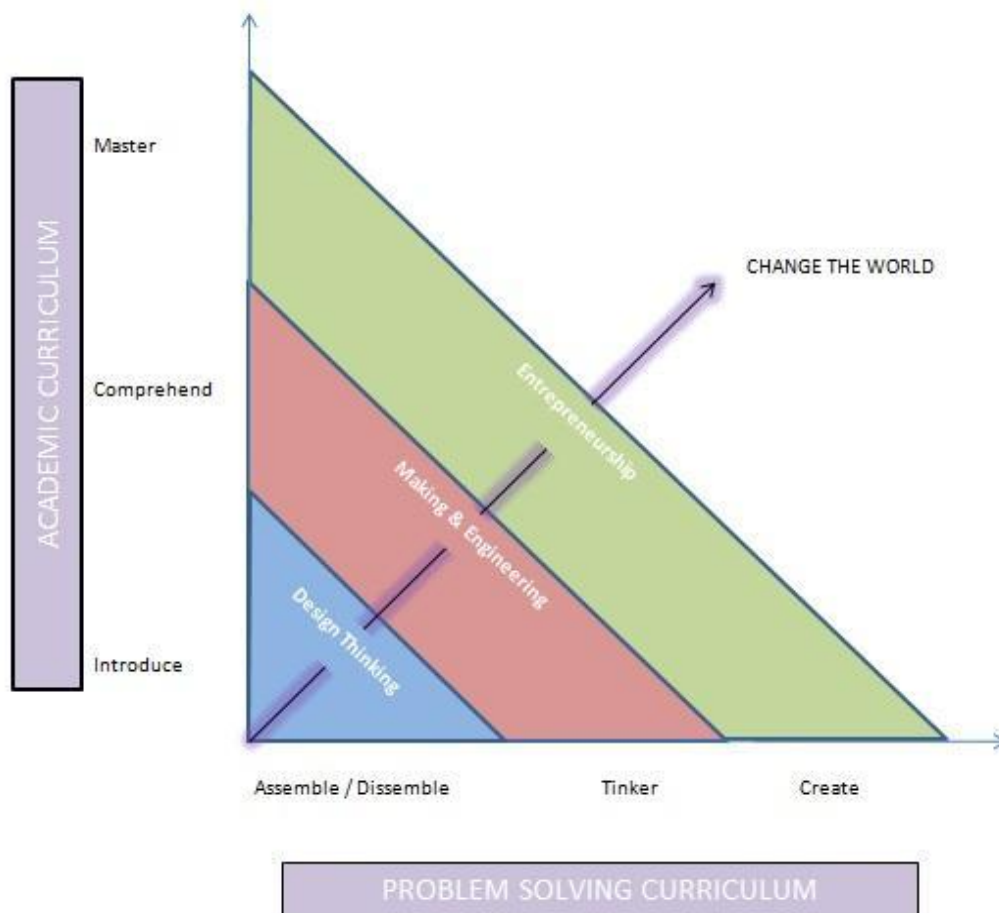
### **Active, Interdisciplinary Learning**

At d.tech we believe all people are creative and we expect students to demonstrate their learning by designing and building creative things including experiences, events, systems, services, physical objects, software applications and more (Carroll, 2010). Dale Dougherty, founder and publisher of Make

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Magazine, an organization that worked with Maker Faire to create the Maker Education Initiative, says, "Making creates evidence of learning. Students are taking an idea and substantiating it in a way that could be a sketch or a model or something else. That process gives them a lot of feedback." Students have powerful ideas and as makers they learn to execute on those ideas. Our problem-solving curriculum, which is based on the design thinking approach developed at the Standard d.school, requires an interdisciplinary approach that not only sharpens skills in the STEM disciplines, but also requires deep application of the humanities and arts. The core thread of this curriculum is the four-year design advisory course. As students solidify their comprehension and mastery of the content knowledge in the traditional disciplines, they are able to take on ever more complex challenges that are presented in the problem-solving curriculum. The intersection of the academic and problem-solving curriculum is illustrated in Figure 1.

**Figure 1. Academic and Problem-Solving Curriculum**



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### *Design Advisory*

The design advisory will be organized into four levels: fundamentals of design thinking, the design-thinking process, engineering and creating, and entrepreneurship (Carroll et. al, 2010; Kwek, 2011; Dym et. al, 2005). The design advisory course will be developed in partnership with the K12 lab at the Stanford d.school, national leaders on teaching design thinking. As part of the K12 network of schools, we will work with schools from around the country that are using design thinking in their classrooms, including The Nueva School and The Henry Ford Learning Institute, two schools who have pioneered the use of design thinking in the classroom.

1. *Fundamentals of Design Thinking*: This course allows students the time to understand and practice the discrete elements of design thinking, which include: empathize, define, ideate, prototype, and test.

Empathy is critical because it allows students to learn about the audience or user and identify their needs. Once students understand their audience, they can better define their questions or problems. Ideate is a term for brainstorming and coming up with creative solutions. Prototyping is a process of building a quick representation of one or more ideas, and testing means taking your prototype to the audience and soliciting feedback. Students start out with design challenges that take them through all the steps of the process, but quickly pivot to focus deeply on one or two of these steps at a time. For example, students might have a challenge that revolves around conducting an interview to develop empathy for another person. Another design challenge might focus on the norms of collaborative brainstorming. Many of these early challenges will focus on prototyping, where students will be introduced to elements of building. Because the prototyping step is such an important one in tackling many design challenges, students will learn safe and effective techniques for assembling and disassembling objects.

2. *The Design Thinking Process*: Once the elements of design thinking are understood, students will return to the full process, putting all the pieces together to approach design challenges. These challenges start small (requiring one or two class periods) and become increasingly complex (requiring several weeks). Examples of design challenges might include redesigning the parade route for a local community festival, creating a welcome kit for new students, or redesigning the back-to-school night experience.
3. *Engineering and Creating*: After that, students focus on using the design-thinking skills to engineer and create artifacts or solutions. At this point, students will start to identify problems in their communities and work with teachers to craft their own design challenges. Simultaneously, students' building skills are advancing from following the directions for assembly to self-directed tinkering with materials so that they are better able to turn their ideas into realities.
4. *Entrepreneurship*: Finally, students engage in entrepreneurship, including social entrepreneurship. Entrepreneurship requires students to not only define a challenge and design a solution, but to then communicate their vision to others. Through the entrepreneurship course, students engage actively with the adult world by working with local organizations, pitching ideas

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to venture capitalists, taking internships, and volunteering. Entrepreneurship is what prepares students to change the world around them for the better.

The design advisory course is not the only avenue students have for engaging in problem-solving; rather, it is infused throughout the d.tech experience. Problem-solving projects and assessments are integrated into the core content of each course, particularly in the performance assessments. Furthermore, we will offer students the opportunity to explore specific passion projects or interests through our campus clubs and intersession experiences. Intersession occurs each January when students will have three weeks to dive deeply into a project, conduct intensive research, intern with a local organization, or take seminars that are co-taught by d.tech faculty and college professors. College professors report that they are a great resource to high schools during this time of year when many of them have time off from their regular university duties.

### **Real World Engagement**

We believe that teenagers are powerful people capable of making a contribution to their community while they are in high school (Epstein, 2007; Vygotsky, 1934, 1976, Rogoff, 1990). We will have a chief transition officer who is responsible for helping students connect their work to real-world problems as they transition from the school community to a broader community. This staff member will help students make connections with the local, digital and global communities. Students will be responding to real-world problems, and in doing so will actively seek outside expertise as they work on designing and building solutions. This will primarily take place on campus and off campus, in order to conduct interviews and get feedback on their design solutions.

Additionally, the chief transition officer will help make connections between our school and the outside world by building relationships with community and business leaders who can serve as authentic audience members and resources during the design challenges. We will also invite university professors to teach lessons as guest teachers, involve parents to share their expertise with our students, and utilize resources such as Skype online conferencing. As students progress through their time at d.tech, they will also gain opportunities to volunteer with community service organizations and engage in internships with local companies.

**Social, Emotional and Physical Health:** At d.tech we recognize the link between body and mind. Physical activity and athletics not only assist cognitive development, but they also help students build those important success skills like collaboration and persistence (Middleton and Strick, 2000; Dwyer, Sallis, Blizzard, Lazarus, and Dean, 2001). Furthermore, students need to learn strategies for understanding their own physical, emotional, and social needs and then finding ways to meet them. Daily exercise and health programs facilitate growth across physical, social, cognitive and emotional development (Field, Diego, and Sanders, 2001). Our wellness program guides students through a process of identifying and meeting these needs so that they have skills that will help them be healthy and make good decisions for life. See <http://www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.aspx> for a literature review of the effects of movement on cognition, social, and physical development.

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### WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

*Going forward, we are convinced the world increasingly will be divided between high imagination-enabling countries, which encourage and enable [the] imagination of their people, and low imagination-enabling countries, which suppress or simply fail to develop their creative capacities and abilities to spark new Design Techs, start up new industries and nurture their own. America has been the world's leading high imagination-enabling country and now it needs to become a hyper-high-imagination-enabling society.*

Thomas Friedman and Michael Mandelbaum  
*That Used to Be Us*

It is the objective of the Charter School to enable students to be self-motivated, competent, lifelong learners. Our graduate profile expects students to develop transferable skills that allow them to apply the content that they have learned to settings outside of the classroom. The skills-based curriculum aligns directly with the intent of the common core standards, which emphasize skills in addition to content knowledge.

The graduate profile of d.tech students will be:

#### **Collaborators**

Students who are collaborators are able to work effectively with others in a variety of activities and situations. They are able to work both as leaders and as team members in groups. They can manage their emotions and act in ways that benefit the work of the team. This involves being able to identify the needs of the group and self-assess their strengths and weaknesses to determine how they best fit in the group. Effective collaborators recognize when it is necessary to seek out assistance on a project and assemble a team to accomplish the goal. Effective collaborators can also accomplish their work both in-person and virtually, selecting the appropriate tool for the task.

#### **Communicators**

Students who are communicators can convey their ideas to a variety of audiences in multiple formats. They can use written, oral, and visual techniques for expressing information and emotion. Effective communicators can empathize with their audiences and have a range of tools that they can employ to adapt the medium and the message to the audience and the format.

#### **Demonstrators**

Students who are demonstrators produce work in multiple formats that show their mastery of a content area. They use the other eight competencies (collaboration, innovation, communication, questioning, researching, persistence, reflection and self-management) to guide them in the production of their work. Demonstrators show mastery of content and skills through written work, oration, performance, visual presentation, community-based projects and scores on standardized tests. Demonstrators produce work that mirrors real-world and career-based deliverables.

#### **Innovators**

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Students who are innovators create a new match between a need and a solution. They are able to make observations about people and processes and create and implement a new idea that adds value to the user's experience. Innovation is also rooted in a deep understanding of the disciplines, which is necessary to fully understand constraints and possibilities in the area of innovation.

### **Questioners**

Students who are questioners ask questions that deepen their understanding of what surrounds them. They demonstrate infinite curiosity and ask questions based on their interests in order to help them engage in both their education and their career interest development. Students who are questioners know the difference between asking questions to gain factual information and asking questions that require looking 'under the surface' and they employ these different forms of questions at appropriate times to further their acquisition of content and deepen critical thinking skills.

### **Researchers**

Students who are researchers employ appropriate strategies to gather information from a variety of sources. They identify and interview experts for information, they distinguish between reputable and untrustworthy sources, and they organize their findings in a coherent structure. Students who are researchers are practitioners of sense-making. After observing the information around them, they identify resources that help them connect disparate content and form a product based on these connections.

d.tech will also develop mindsets in students that set them up for success in college and career. These mindsets are important and are an often overlooked aspect of career-readiness. In our discussions with executives, many indicated that when making hiring decisions the technical knowledge of the candidate accounts for 20% of their hiring decision and the attitude with which the employee does the work accounts for 80% of their hiring decision. We are broadening the definition of college and career readiness to include mindsets that will make students successful. d.tech students will learn to perform their work with the following mindsets:

### **Persistence**

Persistence is observed when a student demonstrates an unwavering commitment to solving problems. Because students at d.tech are taught strategies for overcoming obstacles and facing failures, they develop an understanding that improvement requires constant effort, reflection and revision. In completing the work of their core content courses and in executing the design process, the students will learn the value of persisting and working hard on both welcome and unwelcome tasks in support of a larger goal.

### **Reflection**

A student's ability to reflect on his/her work is the mechanism that enables a student to transfer what they have learned in one experience and apply it to a new challenge or situation. Though it is inevitable that people encounter frustrations and failures in the learning process, reflection is the tool a successful person uses to learn from one's failures and improve.

### **Self-Management**

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At d.tech, self-management means a student's ability to take responsibility for themselves and their actions. Students will learn to manage their time and organize themselves to be efficient and engaged learners who can plan, prioritize, and select appropriate tools for learning. Students are expected to take ownership of their own learning by self-starting, making choices about what they do, and being honest about their behavior. To help students learn to manage themselves and begin the process of entering the adult world, d.tech will encourage students to know their interests, find their natural curiosity, understand how they learn best, and understand how social-emotional factors can affect how they learn, grow and work.

These skills and mindsets are monitored by a student's teachers and their peers as well as the students themselves. Through regular feedback and reflection, students internalize these approaches to their work, and their life, making them powerful, effective people.

### CURRICULUM and INSTRUCTIONAL DESIGN

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#### CURRICULUM DESIGN

Our curriculum will be selected, built and evaluated by d.tech teachers working with content experts and university interns. Our STEM teachers will use the free, high-quality, common core -aligned FlexBooks created by CK-12 as a starting point for the curriculum. CK-12 is a good choice for us because the FlexBook structure allows teachers to easily modify and supplement the CK-12 materials to differentiate and fit the needs of the students we serve and build courses that follow UC A-G requirements. Furthermore, as strategic partners, CK-12 has offered to assist us in training our teachers in their software and the pedagogy that aligns with their materials. They are also very attentive to our needs and willing to incorporate our feedback on their products quickly. The humanities teachers will build and/or curate curriculum using Google apps for education and organize them through software such as the CK-12 FlexBook platform, Activate, or Hapara. World language curriculum will come from the Middlebury Interactive Languages Program, or a similar provider of online language acquisition tools. Curriculum development will happen primarily over the summer so that teachers can dedicate the school year to instruction and feedback.

#### **Core Academic Courses**

##### *Humanities Courses: English and History*

The English and history departments will build curriculum that addresses the literacy standards presented in the Common Core. d.tech English teachers will build a series of 4 courses that are thematically organized, linked with each other, and aligned with the common core standards for English language arts. History teachers will not only create courses that address the literacy standards, but also the state standards for history. Both English and history curricula will be built with Google Apps for Education and presented to students as "playlists" organized through a software platform like Activate. Humanities

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teachers will design and/or curate the best online and digital resources that address development in reading and analyzing complex texts (including both non-fiction and literary texts), writing across a variety of genres, speaking, listening, using academic language, and adhering to grammar conventions. Teachers will present material and assess skills through a variety of modalities, and students will demonstrate their knowledge through performance assessments created by the teacher. These might include academic discussions, student presentations, essays, and creative projects.

d.tech will follow University of California, A-G recommendations for securing A-G approval of all Humanities courses. The UC recommends “that schools, districts and programs offering online courses implement practices and policies found in the California Department of Education (AB 294) guidelines and the iNACOL Standards for Quality Online Programs” (See CDE AB 294 and iNACOL Standards).

### *STEM Courses: Science and Math*

d.tech has established a partnership with the CK-12 Foundation, who creates and aggregates STEM curriculum that is aligned to the common core standards. The CK-12 FlexBooks are available online and can be accessed using nearly any device. The books are organized with concept maps that sequence and link the discrete concepts of each subject. Materials include mini-lessons on each concept that can be presented in multiple modalities (text, video, audio, graphic, etc), interactive features, exercises that provide instant feedback, quizzes and other assessments, and links to real-world applications of the concept. Like the humanities courses, science and math courses will be presented to students as “playlists” and students can progress through the concepts independently, meeting with small groups and tutors as needed, until they demonstrate comprehension. STEM teachers will also design performance assessments that require students to show mastery of multiple concepts, perhaps across stem disciplines. This is when students conduct labs and write lab reports, build models that demonstrate math and science principles, and apply the content to challenging problems.

d.tech will follow University of California, A-G recommendations for securing A-G approval of all STEM courses. The UC recommends “that schools, districts and programs offering online courses implement practices and policies found in the California Department of Education (AB 294) guidelines and the iNACOL Standards for Quality Online Programs” (See CDE AB 294 and iNACOL Standards).

### *World Language*

d.tech will pursue a partnership with Middlebury Interactive Languages, or a similar provider. Middlebury has created online courses that are based on the principals of their successful language immersion approach. That means that nearly all materials will be presented in the target language, including the earliest, introductory materials. Many worry that students in an online language course will not speak the target language enough; however, students are required to speak frequently and, in fact, get more speaking time than many students in traditional, large foreign language classes (Germain-Rutherford and Martinez-Lage (2012). The curriculum requires students to write regularly in the target language, including writing blogs and wikis, and provides video, music and text that is created by native speakers for native speakers. Furthermore, the program includes supplemental activities that take place outside of the classroom and can be facilitated by our world language teachers.

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d.tech will follow University of California, A-G recommendations for securing A-G approval of all World Language courses. The UC recommends “that schools, districts and programs offering online courses implement practices and policies found in the California Department of Education (AB 294) guidelines and the iNACOL Standards for Quality Online Programs (See CDE AB 294 and iNACOL Standards).

### **Other Key Aspects of the d.tech Curriculum**

#### *The Visual and Performing Arts & Applied Arts:*

The visual and performing arts and applied arts experiences are infused throughout the d.tech curriculum. Many of the traditional elective subjects like photography, art, music, drama, creative writing, animation and video can be pursued through the design advisory course, and students will have ample opportunity to develop those skills through the design challenges. Furthermore, they have the opportunity to further their work in the arts through our intersession program, daily club meetings, and concurrent enrollment at the community college or other outside organizations.

#### *Athletics*

We will pursue a MOU with the charter authorizer to allow interested students to participate on district athletic teams. In the absence of an MOU the school will develop its own athletic program.

#### *Concurrent Enrollment:*

Because Design Tech High School believes that the educational experience should be tailored to each student and the only limits on advancement should be student desire, d.tech students will be encouraged to take college courses in the arts and in electives or advanced course work in disciplines like math and science. We plan to maintain a fund dedicated to paying for concurrent enrollment in community college courses or online college courses through organizations such as Udacity or similar providers.

#### *AP Classes and College Admissions:*

Our curriculum will allow students to study advanced content, including AP course materials and even content that extends beyond the AP curriculum. Students who complete college-level course work will be prepared for and encouraged to take AP tests, even though our courses are not labeled as AP. This will not hurt the student’s college application. In our discussions with college admissions officers, they explained that they evaluate students based on how they take advantage of the opportunities that are available to them at their particular school, not whether or not they were enrolled in courses labeled as AP. In fact, offering AP can be a disadvantage in college admissions because should a student decide to not take an AP course he or she cannot get credit for taking the most rigorous coursework available. Furthermore, our students will be able to distinguish themselves from other students in the college application pool by demonstrating the rigor of their experience in their portfolios of real-world projects and design challenges.

Although the AP model provides students with a breadth of important knowledge, it also limits flexibility and creativity for students and teachers. From a recent roundtable of college presidents, educators can glean that universities are looking for students who love to learn and are skilled at communicating their ideas, especially in writing. Our new model would offer students all the content they will need to be

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successful on AP exams, but will allow student and teachers to move through the material with more creativity and flexibility.

### INSTRUCTIONAL APPROACH

*Quality instruction involves doing the right things, not doing things right. - Linda Darling-Hammond*

At Design Tech High School teachers are expected to draw from a repertoire of instructional strategies that will be adapted to individual students. We recognize that each student has different instructional needs, and d.tech allows students to take advantage of a variety of approaches to learning.

#### **Multiple modalities and student choice**

Students will have the option to learn the core content through multiple modalities (Piccano and Seaman, 2009). Modern technologies combined with access to content experts (both within the school and outside the school) allow for each student to take advantage of an individualized education geared toward his or her learning style. Content classes would rely on a blended learning model where students might engage in:

- *Virtual instruction* provided through a blend of online FlexBooks, teacher created content, Google docs, and other web resources for individualized instruction that occurs at each student's own pace (Horn and Maas, 2012; Dumova, 2008; Barr and Parret, 2001; Rice, 2006).
- *Live remote tutoring* via technologies like Skype for extra help, explanation, or practice in a specific area (Florida Center for Instructional Technologies, 2009).
- *Small group collaboration* with peers for extra time to process and apply the content (Brindley, Walti and Blaschke, 2009; Stanford University, Dept. of Edu, 1999).
- *Small and large group instruction* with a teacher for groups of students who have shared needs. The teacher can use data generated by the virtual instruction software, assessment results, observations, student work, and feedback from tutoring sessions to build groups of students who need short units or mini-lessons that address a specific topic (Horn and Maas, 2012; Public Impact, 2012, 2013).
- *One-on-one instruction* from a teacher or aide who circulates and addresses specific questions or gives feedback as students work in their various modalities (Horn and Maas, 2012; Public Impact, 2013).

Learning will be competency based (Priest, Rudenstine, and Weisstein, 2012). All students will be expected to demonstrate competency in the Common Core standards. They will have a variety of modalities available to achieve that mastery and the opportunity to move at their own pace and repeat lessons and activities as needed.

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### **Teaching Design Thinking**

All teachers will teach one of the design-thinking advisories. Teaching this course will require teachers to take on a new identity, one in which they themselves use design thinking to create and guide the design challenges for students. Our Fundamentals of Design Thinking course, for all new students, would guide students through a set of design challenges that teach each component of design thinking discretely. Over the course of the semester and their remaining years, the advisor would guide students through a series of increasingly complex challenges and eventually give students the responsibility for finding and defining the challenges themselves. In addition to coaching students and giving feedback, the advisor also takes on the role of “connector,” helping students connect to the vast resources available to them as they solve the problems in their design challenges.

To develop this new course and new teacher identity, the faculty at d.tech will take advantage of professional development opportunities at Stanford’s d.school and the Nueva School. We will also look to current research and practitioners of similar models to inform our development of the design thinking advisory course and the professional development to support the teachers implementing these advisories (See Kwek, 2011; *Owston, Sinclair, and Wideman, 2008*).

## LEARNING ENVIRONMENT

### **Brick and Mortar.**

Our brick and mortar facility will be designed for maximum flexibility (Higher Education Funding Council, 2006). At the heart of our campus will be several learning hubs that can accommodate approximately 100 students at a time. In this room each student will have a small space where they can go to complete independent work. In addition to their personal computing devices, students will have access to other resources in this room including teachers and tutors who provide academic and technical assistance to students as they need it. Surrounding these learning hubs will be a variety of meeting spaces that can be used for small group work, student collaborations and tutoring. In addition, we’ll use a few large classrooms where students can gather to listen to a lecture or do large group activities. Most classrooms will include desks and chairs that can be moved to meet a variety of instructional purposes. In addition, our campus will house spaces for science labs and a “fab lab” where students can use state-of-the-art fabrication tools like 3-D printers and laser cutters to make things for both their design challenges and their core content courses. These learning spaces will be developed based on research and current practices from successful blended learning school models (See Van Note Chism, 2006; Higher Education Funding Council, 2006).

### **Hardware.**

Because each student and teacher has access to their own tablet or laptop, students will not need to be centered around a singular focal point like the board or the projector screen to get the information they need. This not only allows the learning spaces to be more student-centered, but also frees the teacher and aids to move throughout the room while simultaneously tracking instant student data (See Oblinger, Oblinger and Lippincott, 2005).

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### Software

At this point in our development, we have not identified all of our software providers, but we have generated a list of key functions and possible providers, as illustrated in Table 4. Key providers will be evaluated by a technology task force comprised of technology experts from the faculty, parent population, and community. Tech providers will be finalized during the implementation phase.

**Table 3. Software Needs**

What students need...	Possible providers:
Single login that allows access to all school platforms	Clever, Google Docs, Activate
A dashboard where students can monitor their progress through each class' curriculum and their grades.	CK-12, Schoolloop, Brain Honey, Activate, Illuminate, PowerSchool
Access to content and curriculum for each class, presented as a playlist. This includes: reading, video, simulation/animation, audio, flashcards and study guides, practice exercises, quizzes and scores on the quizzes. A student would be able to open the online book and know how to proceed or what the next steps are.	CK-12, Google docs, Google forms, Hapara, Activate
Ability to annotate text, highlight, complete practice exercises, and fill out graphic organizers that are embedded in the online book.	CK-12, Google docs
Access to an online portfolio where students house performance assessments, reflections, and artifacts from design challenges. They can also see feedback and rubrics from teachers.	PathBrite, Show Evidence, Google Apps,
Access to communication platforms to engage in emailing, social media sites for classes, discussion boards, document sharing, etc.	PowerSchool, Schoolloop, Google Apps, Facebook, Brain Honey

What teachers need...	Possible providers:
A dashboard where teachers can monitor each student's progress through their class curriculum and their grades. Teachers would be automatically notified if a student had not made progress in the course curriculum for more than 2 school days. Teachers will be automatically notified when a student passes an initial quiz signaling that the student may be ready for a performance assessment.	CK-12, Brain Honey, Illuminate

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Ability to create and/or modify online content and curriculum for each class. This includes: readings, video, simulation/animation, audio, flashcards and study guides, graphic organizers, practice exercises, quizzes and scores on the quizzes. A teacher would be able to modify curriculum at any time.	CK-12, Google Apps for Education, Hapara, Activate
Ability to view a student’s work within the online textbook including highlights, annotations, answers to questions or graphic organizers that are completed.	CK-12, Google Apps for Education
Access to each student’s online portfolio where students house performance assessments, reflections, and artifacts from design challenges. Teachers can create assignments within the portfolio, attach rubrics, and provide written or oral feedback.	Show Evidence, Google sites, turnitin.com
Access to communication platforms to engage in emailing, social media sites for classes, discussion boards, document sharing, etc.	Schoolloop, Google docs/Gmail/plus, Facebook, Brain Honey, PowerSchool

What parents need...	Possible providers:
Easy online access to their student’s teachers for communication purposes	Schoolloop, Gmail
Online access to view their student’s course materials, grades, and attendance.	Schoolloop, PowerSchool

### ANNUAL GOALS IN LINE WITH STATE PRIORITIES

The annual goals for Design Tech High School are aligned with the California state priorities as outlined in the table below.

**Table 4. Annual Goals**

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS

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<p>All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.</p>	<ul style="list-style-type: none"> <li>• Implement hiring process that verifies teacher credentials.</li> <li>• Assign student in core classes to fully credentialed teachers.</li> <li>• Give all students digital or hard copies of state approved textbooks.</li> <li>• Inspect facilities regularly with money budgeted to complete necessary repairs.</li> </ul>
<p><b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
<p><b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b></p>	<p><b>ACTIONS TO ACHIEVE ANNUAL GOALS</b></p>
<ol style="list-style-type: none"> <li>1. Curriculum in English, social science, math, and science will be aligned to the Common Core State Standards.</li> <li>2. Course curriculum for English learners will be aligned to the new state standards for English language development.</li> <li>3. English learners will have access to both academic content knowledge and curriculum to develop English language proficiency</li> </ol>	<ul style="list-style-type: none"> <li>• Organize four week summer curriculum design institute to build curriculum aligned with Common Core State Standards and state standards for English language development</li> <li>• Schedule regularly literacy block for English learners who need to gain English language proficiency</li> <li>• Make available scaffolded materials, including materials presented in the native language for English learners</li> <li>• Provide on-going, differentiated professional development for teachers in all core courses around implementation of common core state standards and SDAIE strategies</li> <li>• Evaluate student progress toward proficiency in state standards on a weekly basis, with a special focus on English Learner.</li> </ul>
<p><b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	
<p><b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b></p>	<p><b>ACTIONS TO ACHIEVE ANNUAL GOALS</b></p>
<p>The parent community will be involved in making decisions for the school and the school will actively promote parent participation.</p>	<ul style="list-style-type: none"> <li>• Use of variety of media to communicate with parents about school events, including school website, student handbook, phone and email</li> <li>• Translation of all materials distributed prior to and during school events into Spanish and other languages as needed.</li> </ul>
<p><b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:</p>	
<ol style="list-style-type: none"> <li>A. Statewide assessments (<a href="#">California Assessment for Pupil Performance and Progress (“CAASPP”)</a>)</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</li> </ol>	

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<p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>1. Students will demonstrate achievement on all the following measures:</p> <ul style="list-style-type: none"> <li>• <a href="#">CAASPP</a></li> <li>• Academic Performance Index (API)</li> <li>• Satisfaction of UC/CSU entrance requirements</li> </ul> <p>2. English learners will make progress toward English language proficiency as measured by:</p> <ul style="list-style-type: none"> <li>• the CELDT</li> <li>• annual reclassification of English learners</li> </ul> <p>3. Students will participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness.</p>	<ul style="list-style-type: none"> <li>• Develop and publicize testing schedule to ensure maximum participation</li> <li>• Align graduation requirements with UC/CSU entrance requirements</li> <li>• Implement competency-based learning model to ensure students have the time and support they need to pass required courses.</li> <li>• Enroll English learners in mainstream courses, with a regular literacy block to support English language development, if needed.</li> <li>• Provide teachers on-going professional development in strategies to support English learners, including SDAIE strategies.</li> <li>• Implement a cross-discipline writing curriculum that is aligned with Common Core State Standards as well as the skills assessed in the Early Assessment Program.</li> </ul>
<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Students will demonstrate engagement in school as measured by school attendance rates, chronic absenteeism rates, dropout rates, and graduation rates.</p>	<ul style="list-style-type: none"> <li>• Establish communication with guardians regarding student attendance, including online attendance records that parents can monitor</li> <li>• Monitor student progress toward graduation at each progress report and/or report card.</li> <li>• Employ a competency based education model that allows students the time they need to meet the graduation requirements.</li> <li>•</li> </ul>
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS

## ELEMENT A: EDUCATIONAL PROGRAM

<p>School climate will be healthy as reported on surveys of students, parents and teachers. We will have low suspension and expulsion rates.</p>	<ul style="list-style-type: none"> <li>• Create a two week orientation period at the start of the school year to establish school culture and rules that govern safety.</li> <li>• Develop counseling and discipline policies to encourage safe and respectful student behavior</li> <li>• Establish a health and wellness program that builds community on campus and awareness of self and others</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #7</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p>All students will have access to, and be enrolled in, a broad course of study which includes English, social studies, foreign language, PE, science, math, fine and performing arts, applied arts, and career technical education.</p>	<ul style="list-style-type: none"> <li>• Monitor student programming to ensure enrollment in broad course of study for all students.</li> <li>• Align graduation requirements with state goals.</li> <li>• Coordinate independent study and/or concurrent enrollment as needed for students to get credit in arts and PE courses.</li> </ul>
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #8</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p>Students will demonstrate proficiency in core subjects as well as the elective design advisory, within which students may study fine and performing arts, applied arts and career technical education.</p>	<ul style="list-style-type: none"> <li>• Implement competency based learning model and individual learning plans to ensure that students have the time and support they need to achieve proficiency in core subjects.</li> <li>• Enroll each student in a design advisory where students must solve problems that require critical thinking and use of success skills.</li> <li>• Evaluate both product and process in the design advisory using rubrics to evaluate student’s critical thinking skills and success skills</li> </ul>

### PROPOSED SCHEDULE and CALENDAR

## ELEMENT A: EDUCATIONAL PROGRAM

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### What does a year look like?

**Table 5.School Year Calendar**

Late Aug.	Sept.-Dec.	Jan.	Feb.-May	June
Orientation	Semester 1	Intersession	Semester 2	Synthesis

*Orientation:* One-to-two weeks of transition activities, field trips, design challenges and community building

*Intersession:* Three weeks for college-style intensive seminars in an area of high interest, internships and apprenticeships

*Synthesis:* Two weeks for capstone experiences, portfolio exhibitions, presentations of learning, reflection and field trips

*Semesters:* One of the hallmarks of d.tech is that time is flexible while learning is constant. These are not tradition semesters, where classes end in December and new ones begin in February. The term semester is used to provide some structure to the school year, but students will have different points throughout the year when they will be able to transition into different classes.

### What does a day look like?

Our bell schedule is flexible enough to allow for the instructional time each student needs, based on the teacher’s evaluation of how a student is progressing through the content. There is also dedicated time for physical activity breaks, community building activities, life-coaching, club meetings and other things that make school life well-rounded. The “flex blocks” are chunks of time that students use to work on their core academic course work. However, those blocks may not be used the same way each day or each week. For example, one week a student’s Physics teacher might schedule a lab during Flex blocks A and B, but the student’s next A block might be used for independent study time in the learning hub or a small group debate moderated by the history teacher.

**Table 6.DRAFT Bell Schedule (alternating A-B)**

A Schedule	B Schedule
<b>8:00-8:30:</b> Optional daily exercise	<b>8:00-8:30:</b> Optional daily exercise
<b>8:30-9:</b> Morning Advisory, life coaching	<b>8:30-9:</b> Morning Advisory, life coaching
<b>9-9:45</b> Flex block A	<b>9-9:45:</b> Flex block G
<b>9:45-10:30</b> Flex block B	<b>9:45-10:30:</b> Flex block H
<b>10:30-11:</b> Clubs, tutoring, life coaching, meetings, design advisory, assemblies	<b>10:30-11:</b> Clubs, tutoring, life coaching, meetings, design advisory, assemblies

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<b>11-11:45:</b> Flex block C	<b>11-11:45:</b> Flex block I
<b>11:45-12:15:</b> Community Lunch	<b>11:45-12:15:</b> Community Lunch
<b>12:15-12:30:</b> Physical activity break	<b>12:15-12:30:</b> Physical activity break
<b>12:30-1:15</b> Flex block D	<b>12:30-1:15:</b> Flex block J
<b>1:15-2:</b> Flex block E	<b>1:15-3:30:</b> Design advisory
<b>2-2:30:</b> Clubs, homework, tutoring, life coaching, meetings, design advisory	
<b>2:30-3:15:</b> Flex block F	
<b>3:15:</b> Students dismissed to pursue athletics, arts, electives, lessons and PE courses which d.tech staff coordinate through outside organizations and concurrent enrollment at the community college.	<b>3:30:</b> Students dismissed to pursue athletics, arts, electives, lessons and PE courses which d.tech staff coordinate through outside organizations and concurrent enrollment at the community college.

Friday’s schedule includes an early release for students so that teachers can meet to collaborate, resolve scheduling conflicts and finalize the classes for the next week.

<b>8-8:30:</b> Optional daily exercise
<b>8:30-9:</b> Morning Advisory
<b>9-9:45:</b> Flex block K
<b>9:45-10:30:</b> Flex block L
<b>10:30-11:</b> Clubs, tutoring, life coaching, meetings, design advisory, assemblies
<b>11-11:45:</b> Flex block M
<b>11:45-12:15:</b> Community Lunch
<b>12:15:</b> Students are dismissed early while teachers stay for collaborative work time.

\*See supplemental materials for a narration of a day in the life of two different students.

### What might four years look like?

Our graduation requirements will exceed the A-G requirements that make students eligible to apply to the University of California. Though they mark these requirements in “years” we acknowledge that it may take a student more or less than one school year to move through a course. Our curriculum will prepare

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students to continue their education beyond their high school years. In addition to the credits and courses needed to qualify for entrance into a university, d.tech students will have a vast level of experiences to show beyond what is typically offered at a traditional high school. The design advisory class, and the real-world experiences that students participate in as a part of that, help our students stand out to admissions officers in the colleges. Colleges are starting to look for more creative and innovative students, which is one of the core tenets of Design Tech High School. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year, upon new student enrollment, and posted on the school’s website. Design Tech will also notify students and parents of the eligibility of courses to meet college entrance requirements through assemblies and individual meetings.

As illustrated below by comparing the two tables, our school graduation requirements will exceed the entrance requirements of the University of California System.

**Table 7.Design Tech High School Graduation Requirements**

<b>Discipline</b>	<b>Graduation Requirement*</b>	<b>Pathway</b>	<b>Total Credits Required</b>
English	4 years	English 1 - English 2 - English 3 - English 4	40
Social Science	3 years	Modern World History - US History - Economics and American <u>Government</u>	30
Math	3 years	Elementary Algebra - Geometry - Advanced Algebra - Advanced Math	<u>30</u>
Lab Science	<u>3</u> years	Physics - Chemistry <u>_</u> Biology <u>_</u> Engineering or Advanced Science	30
World Language	2 years	World Language 1 - World Language 2 - World Language 3 - World Language 4	20
<u>Design Lab</u>	<u>4 years</u>	<u>Fundamentals of Design Thinking - The Design Thinking Process - Making and Engineering - Entrepreneurship</u>	<u>40</u>
College Prep Elective	<u>1 year</u>	<u>This is a content-based elective, such as journalism, an extra year of math, science or additional language.</u>	<u>10</u>
Visual and Performing Arts	1 year	To be met through concurrent enrollment at a community college or another community organization, <u>or intersession.</u>	10

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PE and <a href="#">Wellness</a>	2 years	Students will meet the state requirement for 2 years of PE by completing independent PE study, arranged and monitored by our Director of Health and Wellness. In addition, students will participate in our campus wellness program throughout their time at d.tech.	20
<a href="#">Personal Development</a>	<a href="#">4 years</a>	<a href="#">Interession Classes – 1 credit each for classes not meeting VPA requirements.</a>	<a href="#">25</a>
<b>Total Credits for Graduation</b>			<b><a href="#">255</a></b>

\* Students at d.tech will be enrolled in the design advisory every year they are enrolled in our school. Students who transfer to d.tech do not need to make up the years they “missed.” Every new student is enrolled in the fundamentals class, and each graduate, regardless of transfer status, will complete at least one year of the design [lab](#).

**Table 8. University of California A-G Requirements**

Discipline	Graduation Requirement*	Pathway
English	4 years	<i>Four years</i> of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.
Social Science	2 years	One year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
Math	3 years	<i>Three years</i> of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
Lab Science	2 years	<i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
World Language	2 years	<i>Two years</i> of the same language other than English or equivalent to the second-level of high school instruction.
College Prep Elective	1 year	One Year

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Visual and Performing Arts	1 year	One Year
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### PROPOSED PROFESSIONAL DEVELOPMENT PLAN

Teacher training and support is critical to the successful implementation of the Design Tech model. At d.tech teachers will be central members of the learning community. There will be opportunities for teachers to learn new techniques, share best practices, and collaborate with their colleagues to develop curriculum and evaluate student progress. Our professional development model will be structured around the following elements: time, feedback and support, and design thinking.

#### **Time**

Professional development will be ongoing and built into the school calendar. Structured professional development and collaboration will occur during the following times:

- A 3-day institute in June for all new teachers to work with experienced d.tech teachers to design the design thinking summer course, an elective summer course open to the public. New teachers will be introduced to the design thinking process and will then use it to design one or more summer courses.
- A 2-week design thinking summer course in June. New teachers will join experienced d.tech teachers to teach a two week introductory course in design thinking to high school students.
- A 4-week curriculum institute in July to review data, map standards to performance assessments and content, and start to build curriculum.
- Feedback Fridays (3 hours weekly). Groups for these times will vary throughout the year. Grouping may be by grade levels, learning goals, and/or discipline. During this time, faculty will give and get feedback on their work from peers and supervisors. They will look at student data and determine the schedule for the following week.
- Two or more designated professional development days throughout the year.
- Designated time throughout the year when staff will be released to meet with the Director, to observe other classrooms, attend professional development opportunities, and review student data.

#### **Feedback and Support**

At Design Tech, teachers will be able to draw on a number of resources for professional development. These resources include, but are not limited to the following:

- *Other teachers.* Collaboration with colleagues will be an essential component of the d.tech community. Teachers will have at least one peer who they will meet with on an ongoing basis – grade level peers and/or subject area peers. For example, the 9<sup>th</sup> grade English teacher will collaborate with the 9<sup>th</sup> grade science and history teachers to discuss common students and/or the 10<sup>th</sup>-12<sup>th</sup> grade English teachers to discuss content.
- *Executive Director.* The school director will facilitate professional learning. He/she will help develop and implement protocols for professional development and collaboration and supervise

## ELEMENT A: EDUCATIONAL PROGRAM

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the evaluation process. Additionally, he/she will serve as a liaison with professional development resources outside of the school.

- *Outside Resources.* Design Tech will draw on and develop partnerships with a number of outside organizations to support professional development. For instance, we will be working with the Stanford School of Design and The Nueva School for professional development around design thinking. We will use resources from The Transformative Learning Technologies Lab at Stanford to better understand how to use a digital fabrication lab in our curriculum. We will also borrow best practices and materials from other competency-based educational programs and problem-based learning models. We will continue to work closely with CK-12 to better understand both the technology they offer and the pedagogy that can be used with it.

### **Design Thinking**

Like our educational model, our professional development model will be structured so that teachers use design thinking to solve school problems. Based on school performance and organizational and individual goals, teachers will work in collaborative groups to define design challenges that address school needs. Throughout the year, professional development and collaboration will be focused on these design challenges. Additionally, staff evaluation will incorporate the goals and solutions that surface in addressing the design challenges. Teachers will take leadership roles in planning and presenting professional development.

### WASC ACCREDITATION

Design Tech High School is committed to using student performance data to refine and improve the educational program. In addition to weekly data analysis done by teachers to chart student progress, the faculty will set aside at least two staff meetings each semester to analyze the school-wide data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during the intersession periods. Additionally, the Design Tech High School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”)

WASC stands for the Western Association of Schools and Colleges. It is one of six regional accrediting associations that service both public and private schools. Through the accreditation process, WASC determines whether or not 1) the trust placed in a school to provide high-quality learning opportunities is warranted, and (2) the school clearly demonstrates continual self-improvement. Its goal is to foster excellence in the schools that it accredits.

Accreditation demonstrates to the public that the school is a trustworthy institution of learning. It validates the integrity of a school’s program and student transcripts (especially in the eyes of our community and colleges). It fosters improvement of the school’s programs and operations to support student learning.

In the spring semester, WASC representatives will be coming to Design Tech for an “Initial Visit” which is done in the first year of operation of a school in order to begin the accreditation process. During this

## ELEMENT A: EDUCATIONAL PROGRAM

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visit, and the visits that will follow in the next few years, WASC will be looking to evaluate Design Tech's progress on the Expected School-wide Learning Results that are listed below. This spring visit should provide Design Tech with an Initial Accreditation which will be followed by a longer accreditation process called a "Self Study" within the next three years.

### PLAN FOR SPECIAL LEARNERS

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Design Tech High School will strive to meet the needs of every learner. Thus, the educational program will be appropriate for students of various backgrounds: students who are academically low achieving, students who are academically high achieving, English Learners, and special education students. We will use a variety of assessment tools to identify students who fit into these categories.

After a student has enrolled in Design Tech High School, a baseline assessment will be given to each student. Included in the baseline assessment are the following:

- A registration form asking families to provide information that families wish to share including student's interests/strengths, areas of need, learning preferences and other pertinent background information.
- All students will be given diagnostic assessments in language arts and mathematics. The following subsections explain the ways in which Design Tech High School will identify and address the needs of diverse learners.

### PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Our approach to serving students who are traditionally low-achieving is implicit in our approach to educating all our students by personalizing their educational experience. Low-achieving students will be able to work at their own pace and choose their own approach for accessing the curriculum. Teachers will watch their progress closely and give them immediate feedback as well as extensive guidance in managing the pace of their work, evaluating their own competency, and choosing effective strategies for their learning. Teachers will know these students so well that they will modify the curriculum, via assistive technology, alternate assignments, and personalized instruction, so that they students can access it while still requiring students them to demonstrate a high standard of proficiency in each discipline.

#### **Assessment and Identification**

A variety of tools will be used to assess and identify struggling students. When students enroll at d.tech they will be assessed on their reading skills and basic math skills using the Gates MacGinitie and a standardized math assessment respectively. In addition, an online form will gather 8<sup>th</sup> grade teacher recommendation on course placement and instructional modality (small group, online, tutoring) as well as soliciting information on student motivation, homework completion, and mental health. Throughout the year, teachers will also assess students through informal measures such as standards based rubrics,

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observations, and student interviews. Students will be assessed through formal methods such as writing rubrics, standards-based tests, and quizzes.

Students will be considered academically low-achieving based on the following criteria:

- Scoring below basic or far below basic on the mathematics or language arts portion of the [CAASPP](#)/Common Core Assessments and/or;
- Performing below grade level on entry assessments (Gates MacGinitie and/or standardized math assessment) and/or;
- Falling ten or more credits behind in progress towards graduation over six months or the course of a school year.

### **Family Notification**

The subject area teacher will contact the parents of struggling students to discuss student performance and strategies for improvement. Parents will receive notification in writing or verbally through email or phone conference. All parent recommendations and insights will be recorded by the subject area teacher in the school's data system. Student progress will be communicated through an online grading system such as School Loop or Power School.

### **Intervention Services**

Struggling students will be fully integrated into the d.tech student body. The unique structure of d.tech allows for struggling students to receive interventions without removing them from the regular rotation of student activities. Specific practices that support struggling students include:

- Student centered instruction can be delivered in a variety of modalities to meet individual needs. Instruction can be delivered online, in a small group, or via tutoring.
- Design Advisories allow students to connect learning to real world experiences and applications.
- Weekly faculty collaboration and planning allow teachers to share ideas and strategies that support struggling students and share pertinent information on students to meet their learning needs.
- Students who demonstrate difficulty with math have access to an online program to sharpen basic math skills.
- Students who demonstrate difficulty with reading have access to an online program to increase reading comprehension. Additionally, teachers may modify reading passages in all learning structures (online, small group, or tutoring) so that students may practice in their zone of proximal development in addition to guided reading of grade level text.
- Assistive technology, such as text-to-speech, online dictionaries, and enlarged print, will be available to help students access standards based material.
- Struggling students will receive instruction in organizational and study skills by working with their advisor. The advisor will also assist the student in developing a growth mindset and developing persistence so that failure is seen as a means to an end and not the end itself.

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### **Monitoring Progress**

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessment, online assessment, and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (SST) will be convened to consider alternative intervention strategies. This team will be made up of a subject area teacher, the advisor, parents, the School Director or Associate Director, and other support providers as necessary. The team will discuss observed strengths and areas of concern and brainstorm interventions. The team will designate a period for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

Additionally these students will be closely monitored and guided in the development of the success skills and mindsets. Teachers can monitor these skills by communicating with students and parents and observing student work habits in the design advisory and the learning hub. Additionally, teachers will use a data management system, such as Illuminate, to track rate of progress in a course and areas of strength and weakness. These skills will be evaluated using concrete rubrics just like the other academic skills. These data points will allow teachers to identify possible causes of low achievement. Many low-achieving students struggle not because of cognitive ability, but because they have not yet developed strong skills such as the ability to persist in the face of challenge, approach failure as an opportunity to learn and grow, and manage themselves and their time. Students who struggle will need a personalized intervention plan created by the advisor in conjunction with the student, guardians, and other teachers. Interventions may include: attendance tracking and counseling, explicit help with organizational skills, participation in a community mentoring program, and instruction in critical study skills, among other things. Once an intervention plan is created, the advisor will monitor student progress and update the plan on a bi-weekly basis. Should the student not improve, the intervention plan will be re-examined and revised until student and advisor find interventions that work.

Parents and guardians will be formally notified of student progress, including low performance, through progress reports sent home every six weeks. In addition, parents and administration will be able to access data on individual student progress at any time through our online student information system. Insights and suggestions from parents and others will be solicited as needed through our regular email and phone contact with them.

### PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Design Tech High School will identify students who are achieving above expected academic levels using a variety of tools including:

- Progress and attendance tools
- Teacher evaluations
- Assessment results including course assessments, projects and standardized tests
- Student portfolios

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Design Tech High School will have the following resources to serve students who are academically high achieving:

- *Flexible Scheduling:* d.tech curriculum allows students to move at a pace that encourages individual students to achieve at their highest potential under the supervision of highly qualified teachers. Our curriculum can prepare many students to take and succeed on the AP exams and also allows students to study subjects and problems that are of interest to them and dedicate time to engage in deeply with them.
- *Concurrent Enrollment:* Students who demonstrate readiness for college level courses may enroll in a class at a local or online accredited college or university while gaining credit towards a high school diploma. High achieving students who complete a course sequence at d.tech may continue studies at a place of higher learning.
- *Intercession:* During Design Tech High School Intercession students are encouraged to take full advantage of local workshops, conferences, volunteer projects and internships. The role of the Chief Transition Officer at d.tech is to ensure students engage in meaningful learning experiences outside of d.tech which enable students to refine their aspirations and progress towards a four year college or university.
- *Access to Experts:* During Flex Blocks and while at the Learning Hub students may access experts from around the world via online conferencing. For those students who are beginning to form ideas for end of the year demonstration projects, access to industry experts will serve as mentors who help students not only refine their ideas but encourage the students to take different perspectives in problem solving.
- *Teacher Support:* Teachers will support students with guidance so as to maximize student learning opportunities within the curriculum as well as within our interdisciplinary problem-solving challenges. When teachers identify high achieving students, they will provide them special learning projects or useful resources. Teachers are available for one-on-one guidance and the structuring of additional challenges.

### PLAN FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

Design Tech High School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Given the demographics of the San Mateo Union High School District, we expect to enroll a significant number of students from homes in which English is not the primary language. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners.

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Our ELD program will meet all federal and state requirements for services to English Learners and our curriculum will be aligned to the new state standards for English Language Development. Our program addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students.

The orientation process at d.tech will strive to be inclusive and welcoming for all families, including the families of EL students. Because we anticipate most of our EL students to come from Spanish speaking households, we will have translation available at all school events in addition to translations of all written communication. For translation, we plan to utilize bilingual members of the staff as well as community members. We also will set up bilingual support for students and parents that are new to the school.

### **Student Identification**

Upon enrollment into the school, all parents will complete a home language survey (available in the language(s) spoken by the parents) to determine what languages are spoken in the home. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment, we will assess the English proficiency of any student whose parents have indicated that English is not the primary language in the home. The California English Language Development Test (CELDT) will be used to assess English proficiency. The CELDT will be administered at least annually before October 31 of each year, until a student is re-designated as fluent English proficient. In addition, we will attempt to get a fuller picture of the student's language profile. Through an additional survey and conversations with the student and parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction.

EL students who score above the established cut-off on the CELDT will be reclassified from EL status and be considered English proficient. Design Tech High School will notify parents of CELDT results within 30 days of receiving the test results from the publisher and the number of EL students will be reported to the state. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### **Assessment, Monitoring, and Re-designation Process**

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. The following methods will be used to monitor students' progress:

- Students will be assessed using the CELDT at the beginning of each year by October 31.
- Staff will observe EL students according to a rubric modeled after the CELDT in the areas of listening, speaking, reading, and writing skills.

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- Staff will monitor EL student progress in language arts using school wide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss EL progress to develop and refine teaching strategies for these students.
- A student may be re-designated as fluent English proficient using the following criteria:
  - An assessment of English Language Proficient on the CELDT test (4 or 5).
  - Reasonable performance on baseline and benchmark assessments.
  - Teacher evaluation and recommendation.
  - Parent opinion and consultation.

Reclassified students will continue to be monitored to ensure their continued ability to achieve mastery of state English Language Arts standards.

### **Instructional Strategies**

Design Tech High School is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate. Promising teachers who are hired without CLAD certification will be expected to acquire this certification within three years of their employment.

All EL students will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including English Learners. We value the knowledge and experience that every student brings to the classroom. The variety of learning modalities (online, small group, tutoring) will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate. Likewise, we anticipate that assistive technology, online learning, and multimedia presentations will allow teachers to incorporate the home language(s) of the students in the classroom. Many of our materials, including all of the CK-12 FlexBooks for math and science, will be available in the student's native language.

We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our continuing Professional Development program, teachers will be trained in a variety of ELD techniques and strategies including, but not limited to, Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly faculty collaboration meetings. We know that a multicultural environment enhances our program and is essential to promoting cross-cultural awareness among students. A diverse cultural and linguistic community is fundamental to our vision.

Professional Development for teachers will mirror d.tech's learning approach, ongoing and individualized for teachers' needs related to EL students. Professional development will be sustained and differentiated according to teachers' strengths and need for support in EL strategies. We will use a coaching model of professional development. Research shows that with in-school coaching, new skill transference occurs in 99% of teachers, as opposed to a workshop-based approach, in which skill transference only occurs in approximately 5% of teachers. (Beverly Showers and Bruce Joyce 1980, 1985, 2003, 2006).

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In addition to SDAIE strategies, professional development coaching support for teachers specific to d.tech curriculum will include:

- Goal setting with students, and ensuring student comprehension of their learning targets
- Building schema with native English speaking students as well as teacher support (students teaching each other, with teacher facilitation)
- Differentiating and modifying texts and online materials and finding digital media to support content comprehension
- Guiding students in creating supports and scaffolded materials for EL student peers
- Creating mini-lessons on metacognitive, cognitive, social-affective, and language-learning strategies
- Facilitating interaction and multicultural awareness between EL students and native English speaking peers
- Scaffolding and using grouping strategies to ensure students are attaining goals
- Daily individual formative assessments and weekly summative assessments
- Support with Flex Block scheduling according to students' language and content needs. If necessary, this may include a regularly scheduled literacy support block for English learners, during which teachers build English language acquisition and front-load for content-area classes.

To become proficient in English, we have three primary goals for our EL students. These goals are based on the overarching goals described in the ESL Standards for Pre-K-12 Students. Those goals are (1) to use English to communicate in social settings (2) to use English to achieve academically in all content areas, and (3) to use English in socially and culturally appropriate ways. Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

At Design Tech High School we will implement a structured immersion program for our EL students that utilizes online language development programs, inquiry based teaching, Specially Designed Academic Instruction in English (SDAIE), and literacy support.

Specific support strategies for our English Learners will include:

- *Inquiry-Based Teaching*. EL students will benefit from the collaborative, engaging and purposeful activities offered through the d.tech Design Advisory. During the Design Advisory EL students will have the opportunity to use language in real and applicable ways. As Echevarria, Vogt, and Short (2008) state “For students acquiring a new language, the need to apply new information is critically important because discussing and ‘doing’ make abstract concepts concrete” (*Making Content Comprehensible for English Learners: The SIOP Model*, 141). Design Advisors trained in structured language development will encourage language practice in a sheltered and community-oriented environment.
- *Specially Designed Academic Instruction in English (SDAIE)*. Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. Likewise, the online component at d.tech allows students to access visuals, graphic organizers, audio, dictionaries, and text to speech translation into home languages. Learning will be reinforced through the use of

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manipulatives, and d.tech's belief that the application of knowledge reinforces language acquisition.

- *Literacy Support.* English Learners will also receive specific and appropriate support in English Language Development during flex blocks. Appropriate literacy programs, including online materials (such as Live Mocha or a similar software) and high-interest, low-level companion books will be employed to help learners read grade-level text with their native English speaking peers, and acquire academic and conversational language.
- *On-going Assessment.* For all EL students teachers will use a number of assessments to monitor progress. EL students will be observed in the classroom using a rubric modeled after the CELDT. Teachers will also monitor EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade level peers.

In addition, we will use a model that includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs in Design Tech High School will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

### PLAN FOR STUDENTS WITH DISABILITIES

Design Tech High School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the San Mateo Union High School District to ensure that a free and appropriate education is provided to all students with exceptional needs. Design Tech High School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Design Tech High School will comply with AB 602, San Mateo Union High School District guidelines, and all California laws pertaining to special education students. Design Tech High School shall initially remain, by default, a public school of San Mateo Union High School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Design Tech High School reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either

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on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Design Tech High School operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, San Mateo Union High School District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Design Tech High School with an equitable share of state and federal special education funding to support special education instruction or designated instruction and services to students enrolled in the Charter School.

Design Tech High School reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education and related services.

Design Tech High School anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and the San Mateo Union High School District, which shall delineate the respective responsibilities of Design Tech High School and San Mateo Union High School District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of Design Tech High School, with the necessary accommodations, modifications, and support services as noted in their IEP to support their learning. Students who enter Design Tech High School without an IEP and who are deemed low-achieving students will receive the same pre-referral intervention services as outlined in this section under “Intervention Services” and will be offered special education assessment after failing to make adequate progress with the outlined interventions and according to the special education referral procedures in the Referral and Assessment sections below. The school will ensure that any student with a disability attending Design Tech High School is properly identified, assessed and provided with necessary services and supports pursuant to state and federal regulations for special education eligibility.

The intent of the MOU shall be to treat the school the same as other public schools in the district. An annual meeting between Design Tech High School and the District to review special education policies, procedures, and protocols will ensure that the school and the district have an ongoing mutual understanding of protocol and will facilitate ongoing compliance.

d.tech would envision that the district would be primarily responsible for the provision of special education services to the school’s students, and responsible for excess costs, if any, as long as the district received the special education funds and the school paid its appropriate share of the special education encroachment. d.tech anticipates employing a credentialed Associate director to serve students with low-incident disabilities in the course of their school day. Students who require more intensive supports and services (i.e., adaptive PE, speech and language therapy, visual and motor support) will receive service from visiting specialists per the district’s current practice. If this practice should change, a review of the student’s placement should be made by the IEP team. In addition, it is expected that the MOU will specify that delivery of the services shall be at the site of the school unless the authorizer generally provides

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services to all of its students in another centralized location, or as otherwise designated by a student's individualized education program (IEP).

d.tech intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable SELPA. The school agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to school students, staff, facilities, equipment and records as required to fulfill all county obligations under this agreement or imposed by law.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

### **Search and Serve**

Upon the commencement of Design Tech High School's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and School Director, Design Tech High School will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Director and faculty will then convene the Student Success Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Director, and a Design Tech High School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, and strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Design Tech High School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

### *Interim and Initial Placements of New Charter School Students*

If a student enrolls at Design Tech Charter High School with an existing IEP, Design Tech High School will notify the San Mateo Union High School District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement

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and services. Prior to such meeting and pending agreement on a new IEP, Design Tech High School shall work with the San Mateo Union High School District and/or SELPA to implement the existing IEP at Design Tech High School or as otherwise agreed by the parent/guardian.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Design Tech High School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Design Tech High School within 15 days. Design Tech High School will notify the San Mateo Union High School District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Director that special education and related services are provided at no cost to them.

If Design Tech High School, in collaboration with San Mateo Union High School District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

### **Assessment**

The District's Special Education Director will be responsible for gathering all pertinent information and sharing such information with Design Tech High School and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as a tool to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with San Mateo Union High School District or SELPA policies and procedures, Design Tech High School will follow the following assessment guidelines. If a conflict with San Mateo Union High School District or SELPA policies and procedures exists, then San Mateo Union High School District policies and procedures will govern.

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- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Design Tech High School, in coordination with San Mateo Union High School District will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Development and Implementation of IEP**

Design Tech High School understands that the decisions regarding eligibility, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Design Tech High School, in collaboration with San Mateo Union High School District, will ensure that all aspects of the IEP and school site implementation are maintained. Design Tech High School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

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Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- The School Director or administrative designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A San Mateo Union High School District Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. Design Tech High School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The district will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and San Mateo Union School District policies. Upon the parent or guardian's written consent, the IEP will be implemented by Design Tech High School, in cooperation with the San Mateo Union High School District or SELPA in which Design Tech High School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Design Tech High School. The IEP will include all required components and be written on San Mateo Union High School District forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and

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- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Design Tech High School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### **Interim and Initial Placements of New Charter School Students**

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, Design Tech High School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

### **Non-Discrimination**

It is understood and agreed that all children will have access to the school and no student shall be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### **Monitoring**

Special education students will be of particular concern at our Friday faculty meetings when we analyze student progress. Their progress and needs will be closely monitored on a weekly basis. They will be monitored to ensure that they are making progress in academic content as measured by the state assessments and well as demonstrating college-readiness as measured by the Early Assessment Program (EAP).

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Design Tech High School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

### **Staffing**

Although San Mateo Union High School District will hold ultimate responsibility for providing Special Education services (so long as Design Tech High School operates as a school of the authorizer for purposes of special education), Design Tech High School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. To that end, d.tech anticipates employing an Education Specialist who will support students in their general education course work. The Education Specialist will meet all requirements of a Highly Qualified Teacher and the requirements for obtaining and maintaining a current Education Specialist Mild/Moderate credential. The district will hold responsibility in verifying the Education Specialist hired by d.tech meets all aforementioned requirements. As long as Design Tech High School operates as a school of the authorizer, the Education Specialist employed by d.tech will receive the same training through the district as offered by the authorizer to Education Specialists at other school sites. The location and timing of services will be developed on an individual basis depending on the needs of each child as identified by the IEP team.

Design Tech High School seeks related services and service providers from the Authorizer for special education students enrolled in Design Tech High School in the same manner as is provided to students in other district schools (so long as Design Tech High School operates as a public school of the San Mateo Union High School District for purposes of special education).

Design Tech High School also reserves the right to contract with service providers outside of the district when appropriate.

### **Reporting**

Design Tech High School, in collaboration with the San Mateo Union High School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;

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- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Design Tech High School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Design Tech High School Director. The Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. So long as the school operates as a school of the authorizer for the purposes of special education, Design Tech High School will use the same IEP information system as the District. The Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEP's at Design Tech High School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Design Tech High School will utilize the Notice of Procedural Safeguards used by the San Mateo Union High School District or SELPA in which it is a member.

### **Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the San Mateo Union High School District and Design Tech High School shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the San Mateo Union High School District determines that legal representation is needed, Design Tech High School agrees that it shall be jointly represented by legal counsel of the San Mateo Union High School District's choosing.

## ELEMENT A: EDUCATIONAL PROGRAM

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So long as the Charter School operates as a school of the authorizer for special education purposes, San Mateo Union High School District may initiate a due process hearing or request for mediation with respect to a student enrolled in Design Tech High School if the authorizer determines such action is legally necessary or advisable. Design Tech High School agrees to cooperate fully with the Authorizer in such a proceeding.

So long as Design Tech High School operates as a school of the District for purposes of special education, Design Tech High School understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. For the purposes of special education, the Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights. (In the event that Design Tech High School opts to operate as an LEA in a SELPA other than SMUHSD, Design Tech High School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.)

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with San Mateo Union High School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

### **SELPA Representation**

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

### **Funding**

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

#### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for Design Tech High School students through the SELPA Annual Budget Plan, and shall be entitled to count Design Tech High School students as its own for all such purposes.

#### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Design Tech High School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to

## ELEMENT A: EDUCATIONAL PROGRAM

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receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Design Tech High School site.

### *Contribution to Encroachment*

Design Tech High School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). On a quarterly basis, the District shall invoice Design Tech High School for the Charter School's pro-rata share of the Districtwide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

### **Special Education Strategies for Instruction and Services**

Design Tech High School will comply with the federal mandate of the "least restrictive environment," meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Design Tech High School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes Design Tech High School's Intercession. Each student's IEP requires different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

### **Professional Development for Design Tech High School Staff**

The Executive Director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Design Tech High School operates as a school of the Authorizer for special education purposes, San Mateo Union High School District agrees to allow Design Tech High School staff access to all Special Education related professional development opportunities that are available to other employees of the San Mateo Union High School District.

Design Tech High School also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

### **Section 504 of the Rehabilitation Act**

Design Tech High School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

## ELEMENT A: EDUCATIONAL PROGRAM

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Design Tech High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Design Tech High School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program.

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)*

### MEASURABLE OUTCOME GOALS

The following measurable student outcomes are aligned with the school’s definition of what it means to an educated person in the 21st century and the California state priorities. Further details regarding the assessment of our students are found in the next section, methods of assessment.

<b>CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</b>		
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.	<ul style="list-style-type: none"> <li>Implement hiring process that verifies teacher credentials.</li> <li>Assign student in core classes to fully credentialed teachers.</li> <li>Give all students digital or hard copies of state approved textbooks.</li> <li>Inspect facilities regularly with money budgeted to complete necessary repairs.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers are properly assigned and fully credentialed (CALPADS reporting)</li> <li>All students have access to standards-aligned instructional materials in core content courses (Staff survey; Instructional materials audit)</li> <li>School facilities are maintained in good repair (annual inspection reports)</li> </ul>
<b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

		<b>MEASUREMENT</b>
<ol style="list-style-type: none"> <li>1. Curriculum in English, social science, math, and science will be aligned to the Common Core State Standards.</li> <li>2. Course curriculum for English learners will be aligned to the new state standards for English language development.</li> <li>3. English learners will have access to both academic content knowledge and curriculum to develop English language proficiency</li> </ol>	<ul style="list-style-type: none"> <li>• Organize four week summer curriculum design institute to build curriculum aligned with Common Core State Standards and state standards for English language development</li> <li>• Schedule regularly literacy block for English learners who need to gain English language proficiency</li> <li>• Make available scaffolded materials, including materials presented in the native language for English learners</li> <li>• Provide on-going, differentiated professional development for teachers in all core courses around implementation of common core state standards and SDAIE strategies</li> <li>• Evaluate student progress toward proficiency in state standards on a weekly basis, with a special focus on English Learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of standards aligned materials (matrix of approved texts, concept maps in each core course that link to standards, including ELD standards)</li> <li>• 100% of English Learners given access to mainstream curriculum (English learner course enrollment data)</li> </ul>

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
The parent community will be involved in making decisions for the school and the school will actively promote parent participation.	<ul style="list-style-type: none"> <li>• Use of variety of media to communicate with parents about school events, including school website, student handbook, phone and email</li> <li>• Translation of all materials distributed prior to and during school events into Spanish and other languages as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 85% of parents/guardians will participate in a school event (attendance data and feedback from parent events)</li> <li>• Establishment of a parent teacher organization.</li> </ul>

**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

- H. Statewide assessments ([CAASPP](#))
- I. The Academic Performance Index (API)
- J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- K. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- L. EL reclassification rate

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

<p>M. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>1. Students will demonstrate achievement on all the following measures:</p> <ul style="list-style-type: none"> <li>• <a href="#">CAASPP</a></li> <li>• Academic Performance Index (API)</li> <li>• Satisfaction of UC/CSU entrance requirements</li> </ul> <p>2. English learners will make progress toward English language proficiency as measured by:</p> <ul style="list-style-type: none"> <li>• the CELDT</li> <li>• annual reclassification of English learners</li> </ul> <p>3. Students will participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness.</p>	<ul style="list-style-type: none"> <li>• Develop and publicize testing schedule to ensure maximum participation</li> <li>• Align graduation requirements with UC/CSU entrance requirements</li> <li>• Implement competency-based learning model to ensure students have the time and support they need to pass required courses.</li> <li>• Enroll English learners in mainstream courses, with a regular literacy block to support English language development, if needed.</li> <li>• Provide teachers on-going professional development in strategies to support English learners, including SDAIE strategies.</li> <li>• Implement a cross-discipline writing curriculum that is aligned with Common Core State Standards as well as the skills assessed in the Early Assessment Program.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of all students will participate in state mandated tests (attendance data)</li> <li>• API will meet or exceed API at District schools</li> <li>• 95% of all students will graduate meeting the requirements for entrance to UC/CSU (graduation and programming)</li> <li>• The percent of English learner pupils who will demonstrate at least one year of growth annually will meet or exceed the district average (as measured by the CELDT or any subsequent assessment of English proficiency)</li> <li>• 55% of English Learners will score early advanced or higher on the CELDT, which exceeds the district average.</li> <li>• The percentage of English learners who are reclassified will meet or exceed the district average.</li> <li>• 40% of students will demonstrate college preparedness in both reading and language arts as measured by the Early Assessment Program (EAP)</li> </ul>
<p><b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>F. School attendance rates</li> <li>G. Chronic absenteeism rates</li> <li>H. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>I. High school dropout rates</li> <li>J. High school graduation rates</li> </ul>		

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Students will demonstrate engagement in school as measured by school attendance rates, chronic absenteeism rates, dropout rates, and graduation rates.	<ul style="list-style-type: none"> <li>• Establish communication with guardians regarding student attendance, including online attendance records that parents can monitor</li> <li>• Monitor student progress toward graduation at each progress report and/or report card.</li> <li>• Employ a competency based education model that allows students the time they need to meet the graduation requirements.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 92% average daily attendance with a special focus on preventing chronic absenteeism (attendance records)</li> <li>• 95% high school graduation rate (graduation data)</li> </ul>
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>D. Pupil suspension rates            E. Pupil expulsion rates            F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
School climate will be healthy as reported on surveys of students, parents and teachers. We will have low suspension and expulsion rates.	<ul style="list-style-type: none"> <li>• Create a two week orientation period at the start of the school year to establish school culture and rules that govern safety.</li> <li>• Develop counseling and discipline policies to encourage safe and respectful student behavior</li> <li>• Establish a health and wellness program that builds community on campus and awareness of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• A suspension rate less than 8% and an expulsion rate less than 1%, which are below the most recent rates available for the San Mateo Union High School District.</li> <li>• 80% or more of all students, parents, and teachers reporting a sense of safety and school connectedness (school climate survey).</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p>		

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
All students will have access to, and be enrolled in, a broad course of study which includes English, social studies, foreign language, PE, science, math, fine and performing arts, applied arts, and career technical education.	<ul style="list-style-type: none"> <li>• Monitor student programming to ensure enrollment in broad course of study for all students.</li> <li>• Align graduation requirements with state goals.</li> <li>• Coordinate independent study and/or concurrent enrollment as needed for students to get credit in arts and PE courses.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students, including all English Learners, all special education students, and all socio-economically disadvantaged students, will be enrolled in a broad course of study and given access to the mainstream curriculum, as (programming data).</li> </ul>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Students will demonstrate proficiency in core subjects as well as the elective design advisory, within which students may study fine and performing arts, applied arts and career technical education.	<ul style="list-style-type: none"> <li>• Implement competency based learning model and individual learning plans to ensure that students have the time and support they need to achieve proficiency in core subjects.</li> <li>• Enroll each student in a design advisory where students must solve problems that require critical thinking and use of success skills.</li> <li>• Evaluate both product and process in the design advisory using rubrics to evaluate student's critical thinking skills and success skills</li> </ul>	<ul style="list-style-type: none"> <li>• API score will meet or exceed API scores for schools in the district (state mandated assessments)</li> <li>• 75% of students will score proficient or advanced in the planning and execution of each design project, demonstrating high levels of critical thinking (school wide, teacher-created rubrics).</li> <li>• 75% of students will earn at least a score of proficient on the rubric for success skills (semester report cards).</li> <li>• 70% or more of students with disabilities will meet or exceed the goals set forth in the IEP (IEP evaluations)</li> </ul>

## ELEMENT C: METHODS OF ASSESSMENT

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*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(b)(5)(C)*

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*“Politicians, educators, business leaders, and researchers are unanimous in stating that we need to redesign schools to teach "21st century skills": creativity, innovation critical thinking, problem solving, communication, and collaboration. None of those skills are easily measured using current assessment techniques, such as multiple choice tests or even portfolios. As a result, our schools are paralyzed by the push to teach new skills and the lack of reliable ways to assess those skills, or provide students with formative feedback”. - Transformative Learning Technologies Lab at Stanford*

Our model provides students opportunities to engage their academic skills in real world situations. Our ‘Golden Rule of Assessment’ is to provide the opportunity for every student to create an individualized learning path by which their assessments drive academic growth, problem-solving skills, self-improvement, peer growth, school improvement, and positive change in the local and global community. At d.tech, students will become creative, passionate, engaged, critical thinkers. Methods for measuring pupil outcomes shall be consistent with the way information is reported on a school accountability report card. We will use the following assessments to ensure students are achieving the academic goals:

### **Placement Tests**

Upon admission, students will be assessed on basic skills like literacy and numeracy, including the Gates-MacGinitie Reading Test. The results will be used to customize individualized curriculum. d.tech will not implement a tracking system, so there will not be “traditional” placement tests. Students will collaborate with parents and teachers in developing their own individualized learning plan. In doing so, d.tech will learn where the student is, and what is required to get the student to the end goal of graduating with a readiness to move forward towards a successful future.

### **CELDT Test**

The California English Language Development Test (CELDT) will be administered to English language learners annually. We understand that the state will be transitioning to new assessments developed by the SMARTER Balanced Assessment Consortium (SBAC) during the course of this charter. We will comply with the new testing system in accordance with California Education Code.

### **Smarter Balanced Assessment Consortium**

We understand that the state will be transitioning to new assessments developed by the SMARTER Balanced Assessment Consortium (SBAC) during the course of this charter. We will comply with the new testing system in accordance with California Education Code. Because our comprehension checks and our performance assessments are aligned with the Common Core State Standards, all students will be prepared to succeed on the new state assessments that align to these standards.

## ELEMENT C: METHODS OF ASSESSMENT

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### **Comprehension Checks and Online Support**

Utilizing our online curriculum, students will receive immediate feedback upon completion of a particular chapter or unit. Both the content of the FlexBooks and the assessments are aligned with the common core. The quizzes that follow each unit will help the student and the teacher understand student progress toward proficiency in each standard. With this information, the teacher can help guide the student to resources or methods to ensure understanding in weaker areas.

### **Performance Assessments**

Once a student has demonstrated comprehension of a suite of concepts, teachers will work together and get input from students to develop appropriate assessments for each unit. These assessments will be aligned with the Common Core and may include presentations, products, videos, demonstrations, lab, etc. These assessments will require students to synthesize multiple concepts and apply their knowledge in a sophisticated way that demonstrates true mastery. Students may not move on to the next unit until they demonstrate this mastery and they may revise or re-take these performance assessments until they do so. These assessments will be housed on a platform where teachers can share assessment requirements and scoring guides online, students can access the assignments and upload the materials at any time, and then the products can be evaluated by one or more raters who can tag evidence that students are meeting proficiency standards. Over the course of the year, or multiple years, students can track how they are improving on the state standards and the success skills.

### **Semester and End-of-Year Assessments**

Students will create online portfolios using documentation like essays, presentations, and graphs as well as videos, blogs, and websites. Over the course of four years, these materials form a narrative or a portfolio that demonstrates student progress. The compilation of this learning will serve to show how students have grown and progressed throughout their time at d.tech.

Students will participate in presentations of learning at the end of each semester to show growth. Each student will create a capstone presentation at the end of his or her d.tech career. This “Graduate presentation of learning” will be a culmination of his or her growth and learning at d.tech.

### **Report Cards**

Student report cards will include both grades for individual coursework completed and narrative comments from teachers on student’s progress toward their learning goals.

Students will receive updated copies of their individualized learning plans at the end of each semester to show progress towards graduation. The students and their teachers will each complete an evaluation form, including a comments area, in order to reflect on their experience in that class. The student and teacher would have a final conference (similar to conversations that would be ongoing throughout the semester) to share their thoughts and to help the student understand what they may need to focus on during the next semester.

### **Assessing the Problem-Solving Curriculum**

## ELEMENT C: METHODS OF ASSESSMENT

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Design skills include abilities that students need in order to thrive in real-world settings and to solve real world problems. These skills are fluid in that students will vary in their mastery depending on how comfortable they are with the subject at hand. For example students can be more creative in their solutions for subjects of which they have demonstrated basic mastery.

As previously explained, the design skills d.tech students will develop are: collaboration, innovation, communication, questioning, and researching. In addition, we will assess students' creativity, problem solving, persistence, reflection and self-management using self, teacher and peer reports.

Design skills will largely be assessed using a "rate-by-others" rating system. The rate-by-others system will be modeled after leading business review and rating systems (e.g., IDEO, Apple Inc., Google, etc). One of our goals in teaching students to self-rate and rate their peers is to prepare them for the types of reviews and ratings they will be receiving and giving in life beyond high school and/or college. Students will receive extensive training in how to give and receive feedback. We will study examples of other schools that do this, such as The Wornick School in Foster City, CA.

### **Data Analysis and Reporting**

Design Tech High School will dedicate Friday afternoons to data analysis. Students will be released early on Fridays and teachers will meet to analyze student work, examine the week's data and deliver feedback to students, parents and each other. This will then allow them to design a schedule for the following week that targets the needs of the students.

In addition to this frequent reporting of data and feedback, students and teachers will get more summative reporting of progress at the completion of each course. Students themselves will report out on their own growth during their semester presentations.

Design Tech High School will compile the necessary data and create a School Accountability Report Card (SARC) at the end of each school year. State law requires that the SARC contain all of the following:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Finally, school-wide data will be shared with the community annually through the Local Control Accountability Plan, which will be developed or updated prior to July 1<sup>st</sup> of each year to ensure that the school is making progress in improving the outcomes of all ethnic sub-groups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. The LCAP will include specific goals and strategies and resource allocation for improving the outcomes of areas identified by the state as areas

## ELEMENT C: METHODS OF ASSESSMENT

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of priority. The LCAP will be developed in consultation with teachers, school leaders, parents, and pupils.

## ELEMENT D: GOVERNANCE STRUCTURE

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*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”  
Ed. Code Section 47605(b)(5)(D)*

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### NON PROFIT PUBLIC BENEFIT CORPORATION

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Design Tech High School will be a directly funded independent charter school and will be operated as a California nonprofit benefit corporation (see Appendix G for Articles of Incorporation, Bylaws, and Conflict of Interest Code)

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

### THE DESIGN TECH HIGH SCHOOL BOARD OF DIRECTORS

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Design Tech High School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Design Tech High School Board is a policy-making board which oversees the fundamental operations of the School. The Board shall be composed of at least three (3) and no more than seven (7) members including parents and community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. At least one Board position is reserved for a parent of a student attending d.tech.

The following individuals will be taking positions on the initial Board of Directors. In addition, the founders will continue to secure additional persons with expertise as needed to establish and sustain an excellent school and ensure the effective and responsible use of public funds.

**Table 9. Board Members**

Board Member	Skills
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## ELEMENT D: GOVERNANCE STRUCTURE

<a href="#"><u>John Peterson</u></a>	Finance, Fundraising, Non-profit governance, Education Technology
<a href="#"><u>Susie Wise</u></a>	Finance, Fundraising
<a href="#"><u>Subra Narayan</u></a>	Non-profit Management, Finance
<a href="#"><u>Joninna Simpson</u></a>	Design Thinking, Teacher Professional Development, Program Improvement and Evaluation
<a href="#"><u>Steve Laub</u></a>	<del>TBD</del> Finance, Leadership
<a href="#"><u>Jaime Dal Porto</u></a>	Communicating Student Perspective

Except for the authorizer and parent representative, the terms of the initial Board of Directors shall be staggered--one director serving a one (1) year term and the other director serving a two (2) year term. The authorizer, student, and parent representative shall serve a one-year term. As detailed in the bylaws, community representative board members are chosen by a rigorous recruitment and selection process based on current vacancies, need, expertise, and commitment to the mission of the school. Vacancies are filled by a nominating committee, and approval requires a majority vote by the Board. The parent representative is selected by the Board based on parent nominations.

The Board may designate committees under the terms of the bylaws. The Board may create and terminate committees at will, but examples of committees include program and finance and fundraising. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

### **Board Duties**

The Board of Directors of Design Tech High School will meet regularly, at least quarterly, and in accordance with the Brown Act. The Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to:

- approval of all budget-related and financial activities connected to the school
- communication, negotiation and collaboration with the authorizer, the San Mateo Union High School District
- personnel actions
- evaluation of school programs
- participation in independent fiscal and programmatic audits
- long-term strategic planning and approval of bylaws, resolutions, and policies and procedures of school operation

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

## ELEMENT D: GOVERNANCE STRUCTURE

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The Charter School has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within the Appendix G. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Board Training**

The Design Tech High School Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles and responsibilities. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the school's legal counsel, the California Charter Schools Association, or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

Design Tech High School will retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability and other insurance, and name the charter authorizer as an additional insured. The nonprofit will continue its existence even if this charter is revoked.

## PARENT PARTICIPATION

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As the school is being established to serve the needs of the students, it is imperative that families are actively involved. We will encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the school community and to bring needed human resources to help meet the goals and objectives of the school.

d.tech strongly encourages all parents or guardians to contribute at least 30 hours (Community Hours) per family each school year. There are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. A parent or guardian's inability to meet the recommended 30 hour contribution will not affect their student's enrollment or experience at the school. The assignment, managing, and tracking of community hours are the responsibility of the d.tech parent

## ELEMENT D: GOVERNANCE STRUCTURE

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organization, with the input and assistance of the Executive Director. All membership responsibilities, job descriptions and procedures for the organization will be outlined in the Student and Parent Handbook. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed during the mandatory orientation and also available on the School website and in the lobby of the School.

### **Other Opportunities for Parent Involvement**

In addition to community hours, d.tech parents are strongly encouraged to become actively involved in the school and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics as college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to many social functions. School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. d.tech parents will develop their own organization based on the needs of the School community.
- Parents will be involved in writing and reviewing the school's LCAP each year

## ELEMENT E: EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.”  
Ed. Code §47605 (b)(5)(e)*

### HUMAN RESOURCES

Design Tech High School will provide students an educational experience that is very different from most comprehensive high schools. Working at d.tech will require teachers to assume identities and roles that are unlike the traditional work of the teacher. Design Tech High School will need teachers who have been trained differently and can work differently. d.tech also recognizes that for teachers to be successful in this new role, there must be an intense focus on adult learning.

**Table 10. Teacher Roles**

<b>Traditional teacher roles and responsibilities</b>	<b>Design Tech teacher roles and responsibilities</b>
Build and/or revise curriculum for course(s).	Build and/or revise curriculum for course(s).
Plan and execute a daily lesson for each section of assigned students.	Plan and execute interventions for each student or a group of students who have similar needs.
Grade all student work, return it to student, and monitor progress through the gradebook.	Grade all student work with the assistance of technology when appropriate. Monitor student progress through a data management system which can provide information on a student’s pace, areas of strength and weakness, assessment data (including number of attempts at a particular question or assessment), and standards alignment.
Differentiate instruction within a class a 35 students during a single period by modifying and supplementing materials, providing accommodations, and structuring group work.	Differentiate instruction for students by allowing flexibility in pace, modifying and supplementing materials, and letting students and teachers choose appropriate learning modalities.
Engage in professional development activities offered by the district office or site administration	Engage in professional development activities offered by the site administration or proposed by the teacher.
	Take on leadership role by mentoring other teachers and teaching teachers at the graduate school level.
	Co-create and lead students in a design advisory course that requires the teacher to act as facilitator, connector, and designer.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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The Executive Director, with input from other school leaders such as teacher leaders and school board members, will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum outlined in this charter.

In accordance with Education Code 47605.6(e)(1), the School shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base, and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the School. All employees must comply with the employee processing policies and procedures (to include, but not limited to: fingerprints, criminal record clearance, proof of identity, right to work in the United States and TB screening).

In addition to teaching staff d.tech will employ the following:

- Executive Director
- Associate Director
- Director of Curriculum and Instruction
- Chief Transition Officer
- Director of Health and Wellness
- Office Manager
- Office Assistant
- Attendance and Welfare Clerk
- Technology Support
- Instructional Assistant

### EDUCATOR PREPARATION and EMPLOYEE VALUE PROPOSITION

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#### EDUCATOR PREPARATION PROGRAM

After successful operation as a high school, d.tech will establish a program for credentialing teachers with the long-term goal of becoming a graduate school of education. As part of this process Design Tech High School will submit to the California Commission on Teacher Credentialing a proposal to become an Educator Preparation Program. The graduate school of education will be the engine for growth of d.tech and the vehicle for disseminating the instructional practices of the school.

#### **Teacher Workday**

The teacher workday will be from 8:00 to 4:00 with the expectation that teachers will be on campus during the workday.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

### EMPLOYEE VALUE PROPOSITION

At d.tech we recognize that our success depends on a quality staff dedicated to high standards for student success. We also recognize that not only do the employees have a responsibility to the school, but the school has a responsibility to the employees. Therefore our human resource system will be rooted in the following employee value proposition, which is used by permission from the Omidyar Network and illustrated in Figure 3.

**Figure 2. Employee Value Proposition**



#### **Career Development**

Career Development begins the moment one applies to Design Tech High School and continues throughout the staff member's career. We believe that adult learning is central to our mission and

## ELEMENT E: EMPLOYEE QUALIFICATIONS

provides the foundation for becoming a graduate school of education. Because of our role as an educator preparation program, Design Tech High School will institute a rigorous hiring and evaluation process.

### *Hiring*

Design Tech High School’s hiring process will involve the following procedures:

- Openings will be posted and applicants will undergo an initial paper screening.
- Approximately 15 candidates will be selected for a phone interview.
- Candidates will then be called in to teach a class (or a simulation leading up to year one); their performance will be evaluated by both students and school leadership and staff.
- Candidates will be asked to observe a class and record their observations.
- Candidates will conduct brief interviews with students and staff.
- In small groups of staff and other school leaders, candidates will discuss a piece of educational research.

### *Career Adventuring*

Once teachers are hired by Design Tech High School they will have the opportunity to map out possible career paths. In a teacher’s first year he/she will focus primarily on classroom instruction. After a successful first year, the teacher will have the opportunity to take on leadership roles at the school site and mentor colleagues. The next step in a teacher’s career path is to apply to mentor beginning teachers in the educator preparation program and teach a class to beginning teachers.

**Table 11. Job Families**

<b>Job Family</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four and Beyond</b>
Rock-Star Teacher	Focus on becoming a successful content teacher and d.tech community contributor.	Focus on becoming a successful content teacher and d.tech community contributor.	Focus on becoming a successful content teacher and d.tech community contributor.	Focus on becoming a successful content teacher and d.tech community contributor.
Teacher-Leader	Focus on becoming a successful content teacher and d.tech community contributor.	Continue successful classroom instruction, take on leadership role at site, mentor colleagues	Continue successful classroom instruction, take on leadership role at site, mentor colleagues	Continue successful classroom instruction, take on leadership role at site, mentor colleagues
Teacher/	Focus on	Continue	Continue	Take on leadership role

## ELEMENT E: EMPLOYEE QUALIFICATIONS

Professor	becoming a successful content teacher and d.tech community contributor.	successful classroom instruction, take on leadership role at site, mentor colleagues	successful classroom instruction, take on leadership role at site, mentor colleagues	at site, mentor colleagues, teach graduate level education classes
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### *Feedback*

We believe that feedback is essential to improvement and an important piece of employee motivation. All staff members will be trained on a feedback protocol that is utilized by the Omidyar Network. The staff members at d.tech will regularly be given feedback from their colleagues, their supervisor(s), and their students.

- Student Feedback-- Student feedback will be solicited each semester regarding teacher performance using both surveys and facilitated classroom discussions.
- Parent Feedback--Parents will be surveyed each semester regarding teacher performance.
- Peer Observations and Feedback--All employees will be trained in a feedback protocol as developed by the Omidyar Network. Peer observations will be scheduled quarterly.
- Self-Reflection--Teachers will be asked to self-reflect quarterly on the following questions: What's working well, what have you tried and how much risk did you take?
- Supervisor feedback--Supervisors will be required to provide bi-weekly feedback based on observations. Supervisors will also be a part of an annual feedback conversation in which an employee meets with the supervisor and two colleagues for a discussion about how each person can support the other's success.
- Student work samples--Student work will be a required part of the annual feedback conversation and self-reflection. Student work can be work created in the classroom or an external assessment; work created in the design advisory will be a required element of the annual feedback conversation.
- Videotape analysis--Staff members will be videotaped regularly delivering instruction or leading meetings and be asked to reflect on their performance. The videotapes could also be discussed in small group settings following an agreed upon protocol.
- Time built into the schedule--Each Friday will be feedback Friday. Ninety minutes will be set aside every Friday for staff members to reflect on their work and receive feedback using one of the processes identified.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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### *Meaningful Evaluation Process*

Feedback is the heart of the evaluation process and as such, the teacher evaluation process will incorporate components of the feedback process as identified above. The exact weighting will be determined by the planning and implementation team.

- Every staff member will be required to meet with a supervisor for an annual performance review.
- Teachers will be required to use a digital portfolio and assessment tool to show evidence of their performance. This platform will allow staff members to store all the evidence required for feedback in a single place.

### **Job**

#### *Interesting Challenging Work, Ability to have impact and Ability to gain valuable experience*

Teachers at Design Tech High School will be required to take on an identity that differs from the traditional teaching experience. There is an expectation that all teachers are:

- Education-Innovators -- Teachers at Design Tech High School must be willing to engage in action research and continually scrutinize their practice and those of the school. They must be willing to test new ideas and model for students the principles in the graduate profile.
- Education Community Members -- Our school was built on teacher-leadership and will continually rely on teacher leadership. We will employ teachers as directors to implement and monitor the online learning component of the curriculum. Teachers at Design Tech High School will also be expected to become regional and national thought leaders on innovation in schools and design-thinking. Also as members of the graduate school of education, teachers will have the opportunity to contribute to the research community.
- Education Designers -- In our system the teacher acts as facilitator and coach, reviewing a student's progress through the curriculum each day and determining whether or not the student's chosen modality is providing them with the best access to academic success. Teachers must be able to use technology to personalize the student experience by allowing students to progress in their courses based on demonstrated content mastery rather than seat time. Content specialists will offer individualized and group instruction as needed and supplement students' virtual instruction with direct, targeted instruction based on observation and the data collected from a student's online learning experiences.

### **School and Leaders**

It's important to any organization that its leaders pay close attention to establishing a meaningful purpose for all employees. It's also important for all staff members to maintain a culture in which all members of the school support an organization with high expectations and each member values the success of other members. The leader is primarily responsible for monitoring the culture of the school and serving as a role-model. It's also important that the leaders communicate effectively with staff members and external stake-holders.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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### Rewards and Recognition

Design Tech High School will develop a system to support a culture that values each other's success.

#### *Celebration of Accomplishments and Contributions*

Design Tech High School will look for ways to acknowledge how staff members have supported the success of students and colleagues. We will consult with the Omidyar Network and IDEO on this process.

### Teacher Qualifications

All teachers hired for the School will meet the state of California certification requirements for instruction in charter schools. In particular the school shall comply with California Education Code Section 47605(I), which states in pertinent part: *“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing Certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”*

As an educator preparation program, Design Tech High School will also seek content experts seeking to earn teacher credentials. This will also give us more flexibility when hiring teachers.

All documents will be kept on file at the school and will be available for view by the charter authorizer. As allowed by federal law (including NCLB) and state law, the Charter may define core courses. At the School core courses for purposes of credentialing requirements are only English, Math, Science, History, and World Language. The school's teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”) and our associate director will be a highly-quality special education teacher.

Accordingly, a teacher of core academic subjects must have:

1. A bachelor's degree
2. State credential or Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
3. Demonstrated core academic subject matter competence, as required

### Staffing Plan

Subject to change and different positions or service providers, the qualifications of the School's currently intended administrative team are as follows:

**Table 12. Job Descriptions**

Title	Qualifications	Duties
Executive Director	-Instructional Leadership -Experience writing budgets -Experience writing and dealing with curriculum, technology, and training/professional development -A record of leadership and sound management	The Executive Director will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture

## ELEMENT E: EMPLOYEE QUALIFICATIONS

	<ul style="list-style-type: none"> <li>-A passion for helping students attain high standards</li> <li>-Strong interpersonal skills and experience in team-building</li> <li>An understanding of the diversity and unique character of the school</li> <li>-Consistently exceptional professional evaluations and outstanding references from peers, former colleagues, parents, and members of the community</li> </ul>	<p>that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship between the school, the parents, and the community.</p>
Associate Director	<ul style="list-style-type: none"> <li>-Sincere ethical commitment to education</li> <li>-Strong references</li> <li>-Relevant work experience</li> <li>-Experience in special education program management and employee supervision</li> <li>-Experience writing and implementing curriculum, technology, and training/professional development.</li> <li>-Strong organizational skills</li> <li>-Strong time management skills</li> <li>-Ability to work both independently and with a team</li> </ul>	<p>The Associate Director reports to the Executive Director and is primarily responsible for overseeing special education and other programs. The program specialist will assist the executive director in establishing a safe and orderly school environment, evaluating employees, and monitoring the employee value proposition.</p>
Technology Support	<ul style="list-style-type: none"> <li>-Extensive knowledge of hardware configuration, network administration, Internet-based education programs, school information systems, and community-building tools, and enterprise applications.</li> <li>-Experience assisting users with products on various platforms</li> <li>-Significant experience in a senior level technology position</li> <li>-Professional and customer-oriented attitude in dealing with those new to technology</li> <li>-Experienced technology trainer, policy manger, and technical writer</li> <li>-Strong organizational skills</li> <li>-Strong time management skills</li> <li>-Ability to work both independently and with a team</li> </ul>	<p>The technology support person reports to the executive director and is responsible for the school's technology systems and the technical training of teachers.</p>
Office Manager	<ul style="list-style-type: none"> <li>-Strong organizational skills</li> <li>-Strong time management skills</li> <li>-Ability to work both independently and with a team</li> <li>-Fluency in Spanish is highly desirable</li> <li>-Experience in school front office</li> </ul>	<p>The office manager reports to the Executive Director and is responsible for recording attendance; managing the office; overseeing material purchases; book keeping, managing the Executive Director and Learning Lab staff</p>

## ELEMENT E: EMPLOYEE QUALIFICATIONS

	<p>preferable</p> <ul style="list-style-type: none"> <li>-Proficient with Microsoft Office</li> <li>-A.A. degree or equivalent experience</li> </ul>	<p>schedules and serving as primary contact for parents.</p>
<p>Chief Transition Officer</p>	<ul style="list-style-type: none"> <li>-Strong organizational skills</li> <li>-Strong time management skills</li> <li>-Ability to work both independently and with a team</li> <li>-Fluency in Spanish preferred</li> <li>-Strong written and oral communication skills</li> <li>-Master degree highly desirable</li> <li>-Able to work with others from different sectors such as education, community, family, and business</li> </ul>	<p>The chief transition officer reports to the executive director and is the primary liaison among the school, colleges, community resources, and businesses. Duties include: communicating with college admissions officers about the school's educational program, organizing community and business resources to support design challenges, supporting families in the development and implementation of the parent participation plans. This person will also take the lead on organizing intersession opportunities.</p>
<p>Director of Health and Wellness</p>	<ul style="list-style-type: none"> <li>-Sincere ethical commitment to education</li> <li>-Strong references</li> <li>-Relevant work experience</li> <li>-Experience writing and implementing curriculum, technology, and training/professional development.</li> <li>-Strong organizational skills</li> <li>-Strong time management skills</li> <li>-Ability to work both independently and with a team</li> </ul>	<p>The director of health and wellness is responsible for overseeing the wellness of the students and the staff. In this capacity, the director of health and wellness will set the tone for the school culture through an orientation program designed to jumpstart the culture of community and caring at the school. The focus on school culture will continue to be part of this role. The director of health and wellness will facilitate learning opportunities centered around all aspects of health including physical, social and emotional learning. This will include the coordination of independent study in physical education for the students, as well as on campus experiential activities geared towards improving physical health and the sense of school community. The director of health and wellness will also serve as the healthy food advocate by supervising the school lunch program. As with all staff at the school, part of this role includes being a mentor for a design advisory, as well as helping ensure students are making progress on their individualized learning plans.</p>

For a full staffing plan, please refer to the budget.

## ELEMENT F: HEALTH & SAFETY

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*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”*

*Ed. Code §47605(b)(5)(F)*

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In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation.

The following is a summary of the health and safety policies of the Charter School:

### **Fingerprinting/Background Check**

Employees of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director shall monitor compliance with this policy and report to the Board on a periodic basis. The Board President or other designee shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code 49406.

### **Immunizations**

All students enrolled and Design Tech High School staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code 120325-120375, and Title 17, California Code of Regulations 6000-6075.

### **Medication in School**

Design Tech High School will adhere to Education Code 49423 regarding administration of medication in school.

### **Vision/Hearing/Scoliosis**

The Schools shall adhere to Education Code Section 49450 et seq. regarding vision/hearing/Scoliosis screening as applicable to the grade levels served by the School.

### **Comprehensive Sexual Harassment Policies and Procedures**

## ELEMENT F: HEALTH & SAFETY

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Design Tech High School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Design Tech will develop a comprehensive policy to prevent and immediately remediate any concern about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employee.

### **Emergency Preparedness**

Design Tech High School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. These handbooks shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall include an evacuation plan, and general school safety, injury and illness prevention.

Staff shall be trained on emergency and appropriate first aid responses, and will have CPR training and certification.

### **Blood Borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedure.

### **Drug Free/Smoke Free Environment**

The Schools shall maintain a drug, alcohol, and smoke free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agree to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

## ELEMENT G: RACIAL & ETHNIC BALANCE

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*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code §47605(b)(5)(G) 90*

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### **Non-Discrimination and Means to Achieve Racial and Ethnic Balance**

Design Tech High School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the [District](#). Students shall be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

d.tech will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that families in the district are given an equal opportunity to enroll their children at the school.

Upon authorization, Design Tech High School will implement an aggressive recruitment campaign to ensure we are fully enrolled prior to our proposed August 2014 opening. We have budgeted for on-going outreach once the school is operational in order to maintain enrollment.

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as Spanish;
- Visits to middle schools, community centers, religious organizations, Chambers of Commerce and community organizations throughout the San Mateo Union High School district to publicize the school;
- Follow up with all families who have signed the petition
- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, farmer’s markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families;
- Distribution of promotional material to local businesses and libraries,
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program;
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum;
- Continued summer school design thinking courses to familiarize families and students with the educational program
- Joint events with the Stanford University d.school to educate families about design thinking.

## ELEMENT G: RACIAL & ETHNIC BALANCE

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Our plan includes ongoing community outreach in English and Spanish that will provide an educational alternative for interested families.

We are committed to serving any child who wishes to attend d.tech and our recruitment efforts will include Latino, English Learner, and socio-economically disadvantaged populations.

### **Achieving Racial and Ethnic Balance**

Design Tech High School will keep record of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

### **Summary**

Design Tech will begin to implement this outreach plan once the charter petition is approved. At that time, an official timeline of events will be produced, including:

- Dates for Community Information Nights, and weekend Parent-Child Learning Experiences
- Dates for media and communication submissions and airings
- Periods for leafleting
- Events and Activities calendar
- Open enrollment period

## ELEMENT H: ADMISSION REQUIREMENTS

““ Admissions requirements” Ed. Code §47605(b)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Children of d.tech employees
- Siblings of current d.tech students
- Children of d.tech founding team members
- Children who reside within the boundaries of SMUHSD shall be given a 5:1 preference.
- Children who reside within the boundaries of the district in which the school is located will be given a 4:1 preference.
- All other children 1:1 preference.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements

## ELEMENT H: ADMISSION REQUIREMENTS

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of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

### **Application and Lottery Procedures**

Design Tech High School shall strive to enroll a student population that matches the racial and ethnic balance of the general population residing in the District. Application forms and enrollment forms will be made available in English and Spanish. Open enrollment will begin on the first business day in January and will run through the end of February. Enrollment forms will be made available at the school site and through participation at any Parent Information Meeting held throughout the open enrollment period. Should the number of students applying for school admission exceed capacity, a public random drawing will be held to determine admission, per the requirements of Education Code 47605(d)(2)(B). Families who submitted completed application forms prior to the February deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. The lottery drawing will be held on the school grounds in March, except the first year when it may be hosted at another location.

Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list.

The school may refine the lottery policies and procedures following the first year of operations in accordance with written policy adopted by the Design Tech Board. A copy of the revised policy will be provided to the district within 45 calendar days of the approval by the Design Tech Board and prior to the open enrollment period.

## ELEMENT H: ADMISSION REQUIREMENTS

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### Estimated Enrollment Timeline for the 2014-15 School Year

- January 2, 2014 Enrollment Forms available
- February 28, 2014 Enrollment Forms due by 5:00 pm
- March Public Lottery (if necessary), exact date TBD
- Within 1 week of lottery families notified in writing
- Within 2 weeks of notification deadline to confirm intent to enroll and submit enrollment packet

d.tech feels strongly that success for students requires a commitment from the students and parents to the mission and vision of the school as set forth in this document. During the registration process, parents or guardians may be asked to sign a commitment letter indicating they understand the school philosophy, program, and policies. Students will not be denied admission or dis-enrolled for failing to sign the commitment letter. The school shall admit all pupils who wish to attend, subject only to capacity.

d.tech feels strongly that success for students requires a commitment from the students and parents to the mission and vision of the school as set forth in this document. During the registration process, parents or guardians may be asked to sign a commitment letter indicating they understand the school philosophy, program, and policies. Students will not be denied admission or dis-enrolled for failing to sign the commitment letter. The school shall admit all pupils who wish to attend, subject only to capacity.

### **Efforts to Recruit Low-Achieving and Economically Disadvantage Students**

Design Tech is committed to serving academically low-achieving and economically disadvantaged students. We will aggressively recruit students from our proposed school community.

## ELEMENT I: ANNUAL FINANCIAL AUDIT

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*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code§47605(b)(5)(I)*

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An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. In the budget, funds have been allocated to cover the cost of this audit.

The Audit Committee will select an independent auditor who will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Executive Director and/or other appropriate School representative, along with the audit committee, will review any audit exceptions or deficiencies, if any, and provide recommendations to the Board of Directors on how to resolve them. The Board will submit a report to the charter authorizer describing how the exceptions and deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The Board and its designee will work with the charter authorizer to ensure all audit exceptions and deficiencies are resolved satisfactorily. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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*The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Design Tech High School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

This policy and its procedures have been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student/Parent Handbook which is available to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Executive Director's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 and state law mandates

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **Suspension Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

1. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

### SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians At the time of suspension:

The Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### EXPELLABLE OFFENSES

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
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## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
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## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a students with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### AUTHORITY TO EXPEL

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the d.tech board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

1. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
2. The person conducting the expulsion hearing may also arrange the seating within the hearing room to

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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facilitate a less intimidating environment for the complaining witness.

3. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
5. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
6. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
7. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### STUDENTS WITH DISABILITIES

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

### 1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards / Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **4. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

### **5. Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

### **7. Procedures For Students Not Yet Eligible For Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA - eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held

## ELEMENT J: STUDENT SUSPENSION & EXPULSION

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at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### WRITTEN NOTICE TO EXPEL

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

### NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Design Tech High School Board's decision to expel shall be final.

### DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

### EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### REHABILITATION PLANS

## **ELEMENT J: STUDENT SUSPENSION & EXPULSION**

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Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **READMISSION**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## ELEMENT K: RETIREMENT SYSTEMS

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*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code §47605(b)(5)(k)*

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Full-time certificated employees of the Charter School will participate in the State Teachers’ Retirement System (“STRS”), and full-time non-certificated employees of the Charter School will be offered either a 403B program or other similar retirement program at the discretion of the Board, as well as Social Security. All part-time employees of the Charter School will participate in the federal Social Security system. Staff at the Charter School may have access to additional school sponsored retirement plans according to policies developed by the Board and adopted as the Charter School’s employee policies.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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*“The public school alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code §47605(b)(5)(L)*

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No student may be required to attend Design Tech High School. Children who reside within the school district in which Design Tech operates who choose not to attend the School may attend a school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in Design Tech shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

## ELEMENT M: EMPLOYEE RETURN RIGHTS

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*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school.” Ed. Code §47605(b)(5)(M)*

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No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district may be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## ELEMENT N: DISPUTE RESOLUTIONS

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*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code §47605(b)(5)(N)*

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The intent of the dispute resolution process is to (1) resolve disputes within the School pursuant to the Schools’ policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes.

The following process is proposed by the charter school:

### **Public Comments**

All parties are encouraged to refrain from public commentary regarding disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

### **Disputes Between The Charter School And The Charter Authorizer**

The School proposes the following dispute resolution procedures in case of a dispute, but understands that it cannot legally bind the authorizer, and thus agrees to finalize the dispute resolution procedure in an MOU to be agreed upon by the authorizer and the School.

In the event of a dispute between the School and authorizer related to the provisions of the agreement, the staff and Board and charter authorizer agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and School representatives.

In the event that the District believes that the dispute relates to an issue that could lead to revocation of the agreement authorizing the School, the School ask that this be specifically noted in the written dispute statement, but the School is aware that the district is not legally bound to do so. Nothing in this section is intended to impair the ability of the District to revoke the authorization.

The School representatives and the District representatives shall informally meet and confer in a timely fashion (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute.

In the event that this informal meeting fails to resolve the dispute, both parties shall identify a representative who shall jointly meet with the Superintendent of the District and the School’s representatives and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and School’s representative shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the Superintendent and the School

## ELEMENT N: DISPUTE RESOLUTIONS

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Representatives. Mediation shall be held within 30 school days of the joint meeting. All dates within this section can be amended by written mutual agreement of necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies with this agreement and may pursue an alternative legal option for resolution. All timelines and procedures described herein may be amended with the agreement of the District and the School.

### **Uniform Complaint Procedure**

The School will be responsible for establishing and maintaining a Uniform Complaint Procedure which will be distributed to parents/guardians at the time of student enrollment. It will also be in the Student Handbook. Except in the instance of complaints that allege student safety issues, or other matters which constitute possible grounds for charter revocation, the charter authorizer will refer all complaints it receives back to the School for investigation and processing.

## ELEMENT O: PUBLIC SCHOOL EMPLOYER

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*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7(commencing with §3540) of Division 4 of Title 1 of the Government Code.” Ed. Code §47605(b)(5)(O)*

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The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.

## ELEMENT P: SCHOOL CLOSURE PROCEDURES

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*“A description of the procedures to be used if the charter school closes. The procedures ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code §47605(b)(5)(P)*

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Closure of the school will be documented by official action of the School’s Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The School will promptly notify parents and students of the School, the District, the County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. The School will ensure that the notification to the parents and students of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the district with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (—FERPA) 20 U.S.C. § 1232g. The School will ask the district to store original records of the School’s students. All records of the School shall be transferred to the district upon School closure. If the district will not or cannot store the records, the School shall work with the district to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the charter authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid

## **ELEMENT P: SCHOOL CLOSURE PROCEDURES**

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staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School. The School will complete and file any annual reports required pursuant to Education Code section 47604.33. After creditors are paid, all remaining assets of the School, if any, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Design Tech High School.

Any assets acquired from the District or County Office of Education will be promptly returned upon School closure to the District or County Office of Education as needed. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School. The School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix B, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

*Governing Law:* “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendices 1 and 2, please find the following information:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

### **Insurance**

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

## MISCELLANEOUS PROVISIONS

### **Administrative Services**

*Governing Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).*

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

We will be considering the budgetary implications of procuring the services of CSMC, a business and development company specializing in charter schools. They are endorsed by the California Charter School Association, of which Design Tech High Charter School is a member.

The School through MOU’s may purchase services from the charter authorizer, but we will fairly evaluate any offer of services from the charter authorizer against any other offers for similar services from third party providers.

The School may contract with the charter authorizer for some or all of the following administrative and educational services which may be required for the School and which may include but is not limited to the following:

- Providing and monitoring the student management system used to keep student’s daily, periodic, and annual academic results
- Accounting and payroll management
- Assist in securing and managing loans, if applicable
- Federal and state grant writing and reporting
- Human Resources (benefits, etc)
- Development of best practices for school safety and other school procedures
- Teacher recruitment
- Student support services
- Compliance, including required legal and financial filings
- Assistance in charter application submission and renewal
- Researching, locating, arranging financing, and preparing a suitable facility for the operation of the School;
- Preparing and supervising the annual budgets
- Technology support
- Assistance in annual audit by independent accounting firm

Any services to be provided through contracts are on a fee for service basis, and the contract can be terminated by the Schools per the terms of the contract, or not renewed at the end of its term.

### **Facilities**

*Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).*

## MISCELLANEOUS PROVISIONS

Design Tech High School intends to occupy a facility that supports the school’s mission, vision and educational program. d.tech will require a fully equipped, contiguous school site to successfully and safely operate its program. We ~~desire~~desire to locate at the Oracle campus in Redwood Shores, California. ~~a location~~

Design Tech High School will open in the fall of 2014 with an approximate enrollment of 120 students in grade 9. We will need a space that is different from many current school configurations. We will need a learning center able to hold 50-75 students in year one, growing to two learning centers holding 100 students each. We anticipate needing approximately 9,375 square feet the first year, growing to 26,500 square feet in years 4 and 5. In addition, we will need the use of a kitchen and restrooms. For the first four years of operation, our facilities needs will change each year in order to accommodate growth in enrollment and staffing.

Our lease assumes a cost of \$1.75/sq. ft per month. We will not need traditional classrooms. We will utilize a combination of classrooms, breakout rooms, which hold 5-10 students and a teacher and staff offices. We will also have a FabLab and large areas for students to work. These large student work areas will have areas for students to work independently. They will have a desk, chair and small areas for supplies. Students will share their work areas with other students as the school grows. The schedule can be structured so that upper classmen have their design advisory in the morning and content work in the afternoon, while grades 9-10 follow the opposite schedule.

**Table 13.Possible Facilities Structure**

<b>Facilities</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year 4-5</b>
Classrooms and Breakout	2 classroom (1000 sq. ft each) 2 breakout rooms (500 sq. ft)	4 classroom (1000 sq. ft each) 4 breakout rooms (500 sq. ft)	6 classroom (1000 sq. ft each) 6 breakout rooms (500 sq. ft)	8 classrooms (1000 sq. ft each) 8 breakout rooms (500 sq. ft)
Circulation and Support Areas	5 Staff offices (300, 250, 180,180,180)  3 supply closets (1600 sq. ft)	10 Staff Offices (300, 250, 8 at 180)  3 Supply closets (2600 sq. ft)	14 Staff Offices (300, 250, 12 at 180)  5 Supply closets (4000 sq ft)	18 Staff Offices (300, 250, 16 at 180)  5 Supply closets (5000 sq ft)

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Specialty Rooms	<i>Fab Lab</i> (1500 sq. ft)  <i>Student Work Area</i> (can hold 50 students at a time, with desks—not a lecture hall) (4000 sq. ft)	<i>Fab Lab</i> (1500 sq. ft)  <i>1 Student Work Areas</i> (can hold 100 students at a time, with desks—not a lecture hall)	<i>Fab Lab</i> (1500 sq. ft)  <i>2 Student Work Areas</i> (can hold 100 students at a time, with desks—not a lecture hall)	<i>Fab Lab</i> (1500 sq. ft)  <i>2 Student Work Areas</i> (can hold 100 students at a time, with desks—not a lecture hall)
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Design Tech High Charter School may seek the support of the San Mateo Union High District in securing a district owned facility through the annual presentation of a Proposition 39 request. This is a legal requirement for school districts to provide facilities for “in-district” students attending charter schools as provided by Education Code §47614. The school district may charge Design Tech High School a pro-rata share (based on the ratio of space allocated by the school district to the charter divided by the total space of the district) for those district facility costs which the district pays for with unrestricted general fund revenues.

Design Tech may also consider leasing private facilities for the operation of the school. The school’s facilities will comply with state and local building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on-file records documenting such compliance which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc., will be developed prior to the opening of the school. DTHS will obtain the proper Certificate of Occupancy and any other necessary permits under local ordinances for operating a school.

### **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

### **Civil Liability Impact On The Charter Authorizer**

*Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or

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omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **District Oversight**

The district may collect an oversight fee of up to 1% of revenue as defined by statute, for the actual costs of monitoring and supervision.

### **Severability and Interpretation of the Proposal**

If any clause of the agreement is found to be invalid for any reason, all other clauses remain in effect. All terms of the agreement that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner. Any element of the agreement that, through legislation or legal ruling, is deemed to be outside the language or intent of the California Education Code or other applicable law should be removed from the agreement. Such a situation would not result in the revocation of the agreement. The remaining provisions of the agreement shall remain in place.

## CONCLUSION

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By approving this proposal, the District will be providing a space to develop innovative methods for educating students and preparing teachers. The district has the opportunity to improve pupil learning, increase learning opportunities for all students, create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education.

The Petitioners are eager to work independently, yet cooperatively, with the district on this new model of education. To this end, the Petitioners pledge to work cooperatively with the district to

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answer any concerns over this document and to present the district with the strongest possible proposal for approval.

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