

North County
Trade Tech
High School

“Graduating students with a strong blend of academic and workforce competencies necessary for future success in post-secondary education and in the construction industry”

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North County Trade Tech High School

“What the best and wisest parent wants for his own child; that must be the community want for all of its children. Any other idea for our schools is narrow and unlovely: acted upon, it destroys our democracy.
- John Dewey

Introduction

The mission of North County Trade Tech High School is to *“graduate students with a strong blend of academic and workforce competencies necessary for future success in post-secondary education and in the construction industry”*. Partnerships with local trade businesses and organizations will be fundamental to our success and the continuing strength of our local construction industry. **Trade Tech High** will actively enlist the community to provide a safe, positive and caring educational environment that will facilitate the growth and development of students who will be adaptive lifelong learners, able to function productively in a rapidly changing world. Students at **Trade Tech** will engage in real world learning that includes core academics to ensure college readiness; skills consistently identified as essential for workplace success and lifelong learning; and preparation for high wage jobs in the building trades. Learning will be further enhanced through pre-apprenticeship and intern opportunities at industry partner work sites. Value-added assessments and the development of Personal Learning Plans will serve as roadmaps to assure that each student receives the support and educational services needed for personal success.

Trade Tech’s positive youth development approach will create a strong foundation for future learning through critical thinking, problem solving, and conceptual understanding in a practical context. Recognizing that “passion is the greatest motivator”, Trade Tech was designed to align with what youth are seeking. Youth are looking for work that is of value; concentrated skills training that gives them access to well-paying employment; a means to continue their education; personal and peer support to overcome difficulties; a set of positive values strong enough to compete successfully with the culture of the streets and give meaning to life; and a clear vision of who they can become.

Construction is the second largest industry in California, and estimates reveal that the United States will require approximately one million skilled workers to fill construction jobs between 2006 and 2012 (*Bureau of Labor Statistics, 2005*). Trade Tech will provide job training in the construction industry, partnerships with postsecondary education and apprenticeship training centers, coupled with pre-apprenticeship and internship opportunities with industry partners. The school will provide expanded learning opportunities for students identified as academically low achieving, especially those who have not been successful in traditional classrooms. **The Trade Tech educational program will balance standards-based content knowledge with rigorous, authentic projects focused on the building trades and addressing real-world issues.**

Trade Tech will support the **California Charter Schools Act of 1992's** intent as stated in **Section 47601** to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools which operate independently from existing school district structure in order to improve pupil learning, with special emphasis on

expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; provide a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

As a result of the granting of this charter, Trade Tech is accountable to the Vista Unified School Board for producing the academic results outlined herein. As further outlined below, Trade Tech is required to participate in the statewide assessment tests. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

The North County Trade Tech High School's written charter follows the required format of the Charter Schools Act (Section 47605). The Charter Schools Act requires a charter to comprehensively describe sixteen (16) required elements.

North County Trade Tech High School Declaration of Affirmations

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents to develop their own laboratories of innovation and schools of choice for the betterment of their students. Each charter school shares in the universal goals for educational innovation but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

Trade Tech will support the **California Charter Schools Act of 1992's** intent as stated in **Section 47601** to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools which operate independently from existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; provide a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

As a result of the granting of this charter, Trade Tech will be accountable to the Vista Unified School Board for producing the academic results outlined herein. As further outlined below, Trade Tech is required to participate in the statewide assessment tests and shall meet all California standards applicable to non-charter public schools. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

Affirmations

North County Trade Tech High School is committed to the following affirmations:

- Trade Tech will participate in all required statewide assessment tests.
- Trade Tech will meet all statewide standards applicable to non-charter public schools.
- Trade Tech will be nonsectarian in its programs, employment practices, and all other operations.
- Trade Tech will not charge tuition.
- Trade Tech will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.
- Trade Tech will admit students who wish to attend the charter school subject only to capacity.
- The meetings of the Board of Directors for Trade Tech shall be held in accordance with the Brown Act.
- Trade Tech will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- Trade Tech will comply with the Public Records Act and the Federal Educational Rights and Privacy Act (“FERPA”).
- Admission to Trade Tech will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within San Diego County.
- Trade Tech will continually strive for a healthy, collaborative, synergistic relationship with the Superintendent of Schools (“Superintendent”), its students and families, the community, YouthBuild U.S.A. and its Construction Industry and Workforce Investment Act partners.
- Trade Tech will offer, at a minimum the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- Trade Tech will maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.

- Trade Tech will comply with the Public Records Act and the Family Rights in Education Privacy Rights Act.
- Trade Tech will comply with all laws establishing minimum age for public school attendance and for pupils over 19 years of age.
- Trade Tech will comply with all provisions of the Memorandum of Understanding (“MOU”) between the Charter School and the Superintendent. It will also comply with all provisions of the “MOU” between the Charter School and partner agencies.
- Trade Tech will develop a conflicts code in accordance with the conflicts code of Vista Unified School District.
- Trade Tech will operate grades 9 – 12; serving a full capacity of 400 students.
- Trade Tech will employ teachers with the credentials required to meet the NCLB highly qualified teacher standards.

Element I: Educational Program

A. *Educational Vision and Mission Statement*

Trade Tech seeks to “*graduate students with a strong blend of academic and workforce competencies necessary for future success in post-secondary education and in the construction industry*” and encompasses opportunities for learning, practicing, researching, problem-solving, collaborating, reflecting, socializing, modeling and supporting a school community that fosters:

- Respect for Self and Others
- Pursuit of Knowledge and Excellence
- Respect of Diversity
- Recognition of Self-Responsibility
- Egalitarianism
- Empathy for Others
- Development of an Ethical Self
- Commitment to an Environmental View
- Problem-Solving Skills

Trade Tech will pursue this vision with a philosophy of:

The Trade Tech learning philosophy is based on *The Seven Attributes of Highly Effective Schools* as defined by the Bill & Melinda Gates Foundation. The attributes are: **Common Focus, High Expectations, Personalized Environment, Respect and Responsibility, Time to Collaborate, Technology Used as a Tool, and Performance Based Instruction.** Trade Tech will utilize these seven attributes as a foundation for the educational program and will provide the framework for developing the necessary systems, structure, learning experiences, and tools to ensure that students move beyond dependency in learning to become successful lifelong learners.

Elements within the Educational Philosophy are:

- Hiring Passionate, Dedicated and Highly Qualified Teachers and Administrators
- Providing Researched-Based Curriculum and Instruction
- Creating Democratic Learning Community and Teacher Leadership
- Personalizing Learning Plans for Students
- Ongoing Assessment to Improve Student Learning
- Accountability for Results
- Project-Based Instruction that Connects Students to the Real World of Construction
- Service Learning that Connects Students to Community
- Rigorous and Relevant Integrated Curriculum
- Practicing Restorative Practices: No Tolerance Rather Than Zero Tolerance
- Aligning Curriculum with California State Standards
- No Child Left Unknown

To achieve our objectives, Trade Tech will:

- Provide Intensive Academic Intervention and Support for Student Success
- Utilize Research-Based Academic Curriculum and Materials
- Utilize Research-Based Value-Added Assessment Model
- Utilize Technology-Driven Assessment of Student Performance
- Utilize Data to Direct Instructional Strategies and Continuous Improvement
- Provide and Monitor Competency-Based Instruction
- Partner with Parents, Family, and Community Members for Student Success
- Provide Time and Resources for Daily Communication and Professional Growth
- Utilize Small Group Advisories for Daily Student Contact
- Utilize a Value-Based, Democratic, Situation-Based, Social Learning Approach
- Market Our Mission Broadly to Attract Highly Qualified Educational Leaders
- Actively Participate in the Community at Large.
- Encourage and Foster Democratic “Voice” in the School Community
- Introduce Students to a Variety of Construction Career Pathways
- Integrate Construction Theory and Practice throughout Curriculum
- Create a Professional Learning Community of Dedicated Learners
- Personalize Learning Plans for Each Student
- Align Curriculum with California State Standards

B. Who Will North County Trade Tech High School Educate?

Trade Tech will operate grades 9-12; serving 100 9th grade students in its first year of operation; adding one grade level each year until reaching full capacity (400 students) in the 2010-2011 school year. Trade Tech will welcome, as space is available, all students in North San Diego County. Admission will not be determined according to place of residence, although Trade Tech will market the school to youth throughout North San Diego County. Trade Tech will serve students at risk of dropping out of high school and those expressing an interest in entering the building trade profession.

C. Description of the Education Program

Trade Tech will offer an innovative learning environment designed to engage non-traditional learners and prepare them with the knowledge and skills necessary for future success in post-secondary education, the building trades, and in life. To build on the success of other research-based models, Trade Tech will adopt a number of characteristics of the EdVisions Schools model. EdVisions Schools provides comprehensive services to help create and sustain schools that are fundamentally different, with a focus on teacher leadership and personalized, project-based learning. To date, funding from the Bill & Melinda Gates Foundation has provided support for over 30 EdVisions schools in nine states, serving diverse students in urban, suburban, and rural communities.

Trade Tech’s educational program model is based on *The Seven Attributes of Highly Effective Schools* as defined by the Bill and Melinda Gates Foundation. Those seven attributes provide the framework by which Trade Tech will operate. How these attributes are realized at Trade Tech are summarized as follows:

Common Focus

Researchers have found that in effective schools “each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade by grade and course by course” (Lezotte, 2004). Marzano (2003) referred to this clarity of focus as a “guaranteed and viable curriculum.” Utilizing the experiential educational model of project-based learning, Trade Tech Teacher-Advisors will ensure that students meet California State standards, perform well on standardized tests, and learn higher order thinking skills to prepare them for ongoing academic success through high school, post-secondary education, career development, in the community, and as global citizens. The following describes the common focus for learning at Trade Tech:

Project-Based Learning: Trade Tech will offer an innovative learning environment to engage non-traditional learners and equip them with the knowledge and skills necessary for graduation and future success in post-secondary education; high wage, high skill employment in the building trades; and community citizenship. The focus of Trade Tech’s educational program will be engaging standards-based projects incorporating content knowledge in mathematics, English/language arts, science, history/social science, with a construction industry thematic overlay. Projects will be driven by student interests, skills, and career pathways and will be integrated with an industry certified curriculum for the building trades. This will allow students to take charge of their learning as they develop problem-solving skills within and outside school walls addressing real-world issues. Teacher-Advisors, peers, parents, industry partners, and community members will support student projects. Trade instructors will also provide instruction in the trades, mentor students to enhance student learning, and provide additional support in aligning the standards-based academic content with the real world of construction. This approach has been found to be most effective at engaging the difficult student in taking more ownership of his/her learning.

Students at Trade Tech will own their learning process by constantly monitoring their personal academic story of success through the use of Project Foundry, a web-based project management tool used to track the project process and ensure that students are meeting state standards and course requirements for graduation and post-secondary education. Project Foundry builds on the strengths of project-based learning and provides a positive learning framework that reinforces standards, communicates student goals, and highlights creative thinking. It captures the process, proof, performance, and outcomes of a project to ensure that insightful experiences promote student growth and adhere to educational benchmarks. Project Foundry provides teachers with intuitive tools to manage the project process, as well as assign a variety of rubrics or project reflections. It organizes and integrates the documentation of student learning in a relevant way that makes the process transparent, while dramatically reducing the paperwork for Teacher-Advisors.

Personalized Learning – No Child Left Unknown

Research demonstrates that in order to close achievement gaps and lower student dropout rates, schools must personalize learning. Trade Tech will endeavor to achieve this goal through the development of small learning communities and the personalization of instruction as articulated below.

Academy Approach: As Trade Tech grows in size and as students “declare a major,” the school intends to implement its educational program within smaller Academies to focus on student interests and maintain the integrity of small learning communities. The Academy or ‘school within a school’ philosophical approach was first identified in *Breaking Ranks: Changing an American Institution*, the seminal report on changing American high schools from the National Association of Secondary School Principals. The premise is that academic and trade academies will be small enough to personalize the educational experience, help students develop bonds with teachers and career instructors, and encourage them to complete rigorous instructional programs.

Advisory System: The foundation of Trade Tech’s personalized learning environment will be advisories of up to 20 students of varied ages and differing academic/skill levels. Every student has an academic and personal story. In many large secondary schools it is often very difficult for teachers to know each student’s personal story. Even if someone does, the sheer complexity of the larger school and the systems and practices common to them often prohibit a teacher from accommodating the individual learning styles, interests, and needs of each student. Advisors will meet with students on a daily basis to review their progress, identify any concerns or needs, and plan their day. The Advisor will also coordinate further support from other Advisors, peers, parents, community members, and industry partners. Students will have a personal workspace in their Advisory with access to technology to support learning, presentations of work, and to track progress towards graduation.

The Advisory system at Trade Tech will be designed to:

- Support personalized learning and a full inclusion approach for students with special education needs within an environment that provides abundant opportunities for meaningful achievement (mastery) and human attachments (belongingness)
- Build relationships that reflect the real world between adults and students and between students and their peers
- Create a democratic learning community within the Advisory and throughout the school, equipping students to be responsible citizens in the community-at-large and as global citizens

The Personal Learning Plan: The credentialed teacher’s primary role is that of a generalist, serving as an Advisor to the students in his/her Advisory. Advisors will work with their students to develop, monitor, and support data-driven Personal Learning Plans. The Personal Learning Plan will honor each student’s learning style and needs; will ensure that students have the right balance of teaching and learning strategies to accelerate their success; and utilize a variety of methods to assess the student’s progress

on an ongoing basis. Competency will be emphasized over “seat-time”, and students will work at his or her own pace. This will result in a greater sense of autonomy and self-confidence; attributes found to accelerate progress, inner control and self-discipline (independence); and positive leadership.

High Expectations

Trade Tech is dedicated to helping students meet state standards and graduation requirements, prepare for standardized testing, CAHSEE, and college entrance exams. To ensure that projects are rigorous, a student’s Personal Learning Plan will complement projects with:

- Content Seminars: Lead by credentialed Teacher-Advisors in their area of academic specialty, content seminars will be designed and scheduled in response to student needs and interests and will provide standards-based content knowledge using research-based curriculum and a variety of teaching and learning strategies with an emphasis on the Socratic method.
- On-line Learning: Students will also have the opportunity to address core content, remediation, and enrichment through on-line learning.

Student Support Teams (SST): Recognizing that any system of intervention for students will only be as good as the process that is in place to both monitor student learning and to respond when students experience difficulty, each Trade Tech Teacher-Advisor will participate as a member of a Student Support Team (SST). This cross disciplinary teaming will contribute to multiple perspectives on each student’s learning and improve communication between teachers, counselors, and specialists who will share the responsibility for the learning of the same group of students. Students who are performing below grade level will participate in additional basic skills instruction based on diagnostic assessment. Instructional strategies may be one-on-one tutoring, intensive intervention by a specialist, mentoring, counseling, study skills instruction, conferencing, and/or small group instruction.

Preparation for Life: It is the goal of Trade Tech to meet the educational needs of each student and provide each student with the necessary tools to succeed in the construction industry and in the 21st Century Global Economy by providing the following:

- Construction Trades Curriculum: Trade Tech will provide students with a variety of real-world learning experiences within the construction skill trades, including service learning projects, job site training, paid internships, life skills training, entrepreneurial development, mentoring and tutoring, and dual enrollment in post-secondary institutions and trade schools. The following will support these opportunities and related projects:
 - o “Declaring a Major”: Areas of concentration will be offered in the 11th and 12th grades, allowing students to refine their skills and knowledge in an area of interest within the construction trades.

- YouthBuild: Students will be given opportunities to refine their focused learning through the YouthBuild Program and internships in partner businesses.
 - Habitat for Humanity: 12th grade students may participate in the building of one low-income home in partnership with Habitat for Humanity and/or partner agencies.
 - Paid Internships: Twelfth grade students will be eligible to participate in paid internships with industry partners in residential and commercial building.
 - Industry Electives: Course electives may be offered in: CAD drawing, laser design, technology-driven project management, green construction, alternative energy, and other project-based entrepreneurial efforts.
- Career Exploration: Teacher-Advisors will support students in utilizing new websites for career exploration and planning, utilizing a website system designed for students complete with self-assessment exercises, a listing of potential jobs with information on wages, worker attributes, job characteristics, and links to 300 videos that give users a snapshot of the featured occupation. There are links to actual job openings, educational requirements for that listing, and a projection of how much money they will need to earn to live well. *The Real Game California* is a career-development curriculum that offers experiential role simulations where students learn self-management, decision making, and the relevance between their education and real jobs. The curriculum is aligned to California's content standards, future content standards for adult literacy, and lifelong learning and career technical educational standards.
 - Workforce Readiness: As most of the Trade Tech students will participate in the YouthBuild Program and partner-based internships, most 11th and 12th grade students will be exposed to a sun-up to sun-down educational program. Students participating in an internship program will interact with a supervisor from a partner business. In an effort to maintain closely tied relevance to each student's learning; the industry supervisors will be directed by a certificated Trade Tech teacher-advisor on matters related to school curricula.

Post-secondary Education Preparation:

Advancement Via Individual Determination (AVID): While only 35 percent of high school students enter a four-year college, 95 percent of students who use strategies from the Advancement Via Individual Determination (AVID) program go on to college, (77 percent to four-year institutions and 17 percent to community colleges). Consequently, AVID strategies will be infused throughout the school day at Trade Tech. Students will focus on:

- ✓ **Writing** to learn - emphasize writing throughout the day, with a focus on clarifying and communicating their thoughts and understanding material

- ✓ Emphasis on **inquiry** - based on inquiry, not lecture. Many activities are built around asking questions, which forces students to clarify, analyze, and synthesize material.
- ✓ A **collaborative** approach – Teacher-Advisors using AVID principles work as facilitators and advocates, but students are responsible for their learning
- ✓ Critical **reading** - students analyze, question, critique, clarify, to comprehend the material.

Instructors will use a variety of evidenced-based strategies to improve the achievement of lower performing students - Reciprocal Teaching, Process Writing, and Question-Answer-Relationship. Students may be referred for intensive reading and math intervention by the Student Support Team if assessment/intervention by a “specialist” is indicated. Integrating technology will be essential for daily assessment that will chart each student’s progress for academic gains toward proficiency, as well as serve as a professional performance model of self-accountability for each student’s success.

Advisors will use a variety of evidence-based strategies to improve the achievement of lower performing students – Reciprocal Teaching, Process Writing, and Question-Answer-Relationship. Students may be referred for intensive reading and math intervention by the Student Support Team if assessment and intervention by a “specialist” is indicated. Integrating technology will be essential for daily assessment that will chart each student’s progress for academic gains toward proficiency, as well as serve as a professional performance model for self-accountability for each student’s success.

Post-Secondary Transition: Trade Tech will prepare students for post-secondary transition, including the exploration of partner apprenticeship programs, college options, taking the PSAT and SAT, taking post-secondary courses, and completing college and financial aid applications as well as a “career entry portfolio” documenting the student’s readiness for high skill employment and post-secondary education. Relationships with Palomar College, other community colleges, and apprenticeship programs will allow students to acquire dual credit for college coursework and pre-apprentice credits while enrolled at Trade Tech that can later be applied toward an Associates Degree in Applied Science in Construction Trades or a full Journeyman Certificate in the Trades. Graduates from Trade Tech will not only obtain a diploma but also a record of their achievements in the form of a portfolio containing such things as Regional Occupational Program (ROP) certificates, college credits, and workplace references.

WASC Accreditation Trade Tech will complete a “Request for Affiliation” form and submit it to WASC during the beginning of the first year of operation. Trade Tech will complete the “Initial Visit Application” form that describes the purposes and operation of the school and proper documentation regarding the condition of eligibility. Trade Tech expects to earn candidacy of interim status indicating that it is progressing toward accreditation. Within three years of this

designation, Trade Tech expects to achieve full accreditation.

UC/SCU Eligibility: Trade Tech will enable students to meet the “A-G” requirements necessary for the entrance to the UC and CSU systems. Parents will be given written notification about the availability of “A-G” college required course information on the transfer of courses to other public schools, and the Trade Tech accreditation process.

Respect and Responsibility

Trade Tech will create a democratic learning community in which every student has the opportunity for success - promoting a student’s respect for self, school, and for adults with whom they interact. By showing students respect for their identity (being accepted for who they are), each student will participate as a contributing member of a community of learners, all of whom respect each others’ individuality and individual goals. As students are treated with dignity and caring, the same will hold true for dignified student to student and student to adult interactions. By valuing individuals for their learning styles and individual goals, a learning community is created that is supportive of each individual’s need to be successful. Teacher-Advisors will model respect and responsibility as they:

- Respect each other and work collaboratively on behalf of each student
- Treat each and every student as someone with great potential
- Recognize that all students can and will learn
- Recognize they can make a difference in students’ lives
- Utilize whatever intervention necessary for each student’s success
- Measure each student only against his/her own personal learning goals and abilities, consistent with their Personal Learning Plan
- Believe in educating one student at a time and leaving *No Child Left Unknown*

Time to Collaborate

“The most effective and systematic program of research on organizational power and influence has led to one vital lesson that all leaders should take to heart: the more people believe that they can influence and control the organization, the greater the organizational effectiveness and member satisfaction will be. In other words, shared power results in higher levels of satisfaction and performance throughout the organization. It is the most significant of all the five practices of effective leaders.”

James Kouzes & Barry Posner, 1987, p.10

One of the challenges of becoming a *Professional Learning Community* is examining and changing the stories we tell ourselves as educators. Peter Senge (1994) contends that building a learning organization requires “a never-ending process whereby people in the organization articulate common stories around purpose, values, and why their work matters” (p. 298). The *Teacher-Leadership model* will remind educators of the dreams and aspirations of the youth who come to school, the parents who send them, and the reason they entered the teaching profession - to make a difference in the lives of students. The *Professional Learning Community* will be the “vehicle” by which students and

teachers tell their stories, offering the best strategy for connecting educators to the moral imperative that comes with the desire to fulfill the hopes of those we serve and those we work.

Teacher-Leadership: Trade Tech Teacher-Advisors will partner with colleagues to create a *Teacher Professional Practice* with real control over decisions that affect learning outcomes including staffing, budget, and the educational program – and accountability for results. Collectively, Trade Tech teacher-advisors will make decisions about the delegation of authority and accountability based on the needs of the school and the areas of expertise and experience of the faculty, replacing the “top-down” hierarchy and traditional school management model. Benefits will include higher staff satisfaction, commitment and collaboration, and a dynamic school community.

Teacher-Advisors will have time to develop skills and plans to meet every student’s needs and critique student work individually and collaboratively. Teacher-Advisors will review students’ progress with respect to their Personal Learning Plans, constantly reassessing teaching and learning strategies, ensuring that teaching reflects the most accurate and up-to-date knowledge about the science of teaching reading, writing, and mathematics, and engaging high levels of technology.

Time to collaborate will also support continuous improvement of Teacher-Advisors practices; informed by observation, peer coaching, self reflection, and data-driven professional development. This will ensure that Teacher-Advisors have the time, skills, and tools to ensure that teaching and learning strategies meet student needs and interests. Teachers will collectively determine their professional learning needs and participate in contracting with expert consultants to facilitate team building and professional development.

Student-Driven Learning: Trade Tech will honor student voice, student interest, and student capacity. Learning will take place in multiage advisories and students will actively participate in a democratic learning community. Teacher-Advisors will work with students to create meaningful partnerships to enhance learning. Arbitrary classes and bell schedules will be replaced with engaging standards-based projects that are rigorous and driven by student interest and personal learning plans. The highly personalized learning environment at Trade Tech will help develop skills for lifelong learning and will prepare all students for college, employment in the construction skilled trades, and global citizenship. Accountability for student progress, project-based learning, and democratic leadership will be inherent in the work and structure of Trade Tech. Teacher-Advisors will have time daily to work collaboratively and to make decisions democratically with regard to student intervention and the ongoing design and evaluation of the educational program.

Technology Used as a Tool

Students will use technology on a regular basis for such things as managing their project process, doing research, and for presentation of learning. Guidelines for technology use by students will include:

- Students will have access to computer programs and other technologies so as to learn skills they can utilize in real-world contexts.
- Adequate computer to student ratios and student work spaces will be evident, similar to real-world work areas.
- Students will have access to other modern technologies, such as printers, cameras, fax machines, video and music production equipment, media graphics, and various Trade specific software programs.

Technology will be used by Teacher-Advisors for such things as: tracking student progress, developing content seminars and intervention/enrichment options, facilitating ongoing student assessment and related analysis, ensuring access to best practices, and for reporting to parents and outside stakeholders.

Performance Based

Achievement will be demonstrated publicly, including industry involvement and community service, so as to have real-world interaction beyond the school. Students will be assessed by a presentation rubric and receive feedback from advisors, peers, and industry partners. Value-added measures include assessment of life skills and use of the Hope Study. The Hope Study measures the degree to which the school context supports the students' developmental needs for autonomy, belongingness, and a positive goal orientation. In addition, it measures student behavioral and emotional engagement in learning and students' psychological adjustment, or "hope". Specifically, the Hope Study measures the degree to which the school supports the needs of adolescents. In 2006, with nearly 1200 students participating, the average growth in "hope" for EdVisions schools was a statistically significant – 2.06 in nine months, 2.42 in a full year, and 3.14 in two years. High levels of hope have been correlated to better performance in post-secondary learning pursuits, more optimism about life, better physical health, greater self-esteem, and higher levels of happiness.

Prior to graduation, students will have electronic Portfolios of their work and will participate in the building of a low-income home, in partnership with Habitat for Humanity and industry partners.

D. What it Means to be an Educated Person in the 21st Century

The 21st Century educated person must have a global perspective of knowledge, be adaptable, have a holistic (interdisciplinary) view, and maintain a positive attitude toward learning. The well-nurtured and educated person realizes the effects of personal actions and the interplay among social, economic, and environmental factors. Necessary knowledge and skills include interpersonal communication skills, empathy for others, negotiation skills, global literacy, ability to work cooperatively as a team, understanding sustainability, and technology fluency and fluidity.

Thinking and learning must involve intellectual agility and fluency, adaptability, and the broad application and integration of knowledge. A key aspect of learning must be centered on instilling positive attitudes, as well as developing skills and abilities—this means getting students excited, empowering them to be change agents, developing a sense of empathy, and instilling hope and the belief that learning is a life long

commitment. The 21st Century person will be keenly aware of sustainability issues involving economic, social, and environmental issues.

E. *Students Learn Best When the School...*

- Provides a safe democratic learning environment
- Incorporates the new 3R's: Rigor, Relevance and Relationships
- Sets high standards of accountability and responsibility
- Maintains a laser-like focus on student outcomes and craft instruction accordingly
- Uses project-based learning that provides for problem-solving and is relevant to the world around them
- Allows for education to take place out of the school building
- Provides students with a choice in what they pursue
- Provides students with opportunities for collaboration and teamwork
- Provides students opportunities to produce something meaningful and for presentation to an audience beyond the teacher
- Provides students learning opportunities where their efforts are useful to others
- Provides students time for reflection and refinement
- Utilizes a variety of teaching and learning strategies found to be best-practice

F. *Special Education Students/Section 504/ADA:*

Overview

Trade Tech will comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Trade Tech will be categorized as a "public school" within Vista Unified School District in conformity with Education Code Section 47641(b). Trade Tech will comply with a Memorandum of Understanding ("MOU") between the District and Trade Tech related to the delineation of duties between the District and the Charter School.

Trade Tech will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and will utilize appropriate SELPA forms.

Trade tech will be solely responsible for its compliance with Section 504 and the ADA. The facility will be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Trade Tech recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the 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 Principal and will include the parent/guardian, the student (where appropriate) 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 will 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 and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team will consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term

substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEIA

Trade Tech understands that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) public school of the charter-granting agency under Education Code Section 47641(b), (2) an independent local education agency under Education Code Section 47641(a), or (3) as a charter SELPA.

Trade Tech intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as a public school of VUSD for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support district wide special education instruction and service costs pursuant to Education Code Section 47646(c). Pursuant to Education Code Section 47646(b), the District will provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education in accordance with their Individualized Education Program ("IEP") and in the same manner as any other student of the District. As a public school of the District, for special education purposes, Trade Tech will adopt and comply with the SELPA policies and procedures and forms, and all of the policies and procedures and forms of the District related to special education unless explicitly stated and authorized by the District.

Provision of Services

Trade Tech will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Trade Tech will comply will comply with agreed upon understanding as to the delineation of duties between the District and the charter school in providing special education instruction and related services to identified pupils.

Trade Tech will function as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b). A Memorandum of Understanding ("MOU") will be developed between the District and the Charter School which will specify the responsibilities for provision of special education services and the manner in which special education funding will flow to Trade Tech students. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 and 20

U.S.C. 1413 as follows:

- The District retains the special education funds for the students of the School;
- The District provides services to the students of the Charter School in the same manner as other students of the District;
- The Charter School pays the District, a pro-rata share of the overall District encroachment for special education.

Trade Tech will function as a full inclusion school. All students will have access to developing skills in all construction trades as their abilities permit. All teachers will utilize appropriate instructional strategies, modifications, and accommodations to guarantee that students with special needs are meeting their IEP and general academic goals. Modifications will be made for students with special needs as safety permits. Student safety will always be the determining factor for any adaptive learning situations. Trade Tech expects to be able to draw upon the experience and expertise of New Haven Youth and Family Services, which operates a nonpublic school, to support the charter school's staff and the District in meeting the needs of students with special needs.

G. English Language Learners:

Trade Tech will comply with all applicable federal laws related to the education of English Language Learner (“ELL”) students. Trade Tech will develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures will ensure that Trade Tech develops a program that:

- Identifies students who need assistance utilizing the SABE/2 and the CELDT
- Has a reasonable chance for success as determined by experts in the field
- Ensures that necessary staff, curricular materials, and facilities are in place and used properly
- Assesses the success of the program and modifies it as appropriate

H. Plan for Low Achieving Students

Trade Tech intends for all students to reach high levels of achievement, but will do so with minimal “tracking” of students. Teacher-Advisors who express a commitment to student success in this type of school are focused on student learning, not on matter taught. Intensive intervention and support classes will be offered concurrently in math and reading. When offered a curriculum and culture of high expectations, student performance has been found to improve significantly.

Element II: Measurable Pupil Outcomes

Trade Tech is committed to ensuring that each student progresses academically and behaviorally. Whether students are low achieving, high achieving, special education, or English Language Learners, a student's progress toward expected outcomes depends on a continual monitoring of individual student growth. The Director of Education will serve as the designated lead, providing overall analysis of assessment data and process.

Trade Tech's measurable student outcomes include:

Academic Outcomes:

- Students will become proficient in English/Language Arts, mathematics, history/social science, and science in alignment with the California state content standards and will demonstrate proficiency in modern technologies that reflect real-world contexts.
- Students will demonstrate a basic understanding of the 17 trades represented in commercial and residential building and the inter-dependence of each trade discipline.
- Students will develop critical thinking skills that will enable them to analyze and problem-solve both within and outside the classroom.
- English Language Learner students will achieve fluency or make at least one year of progress toward fluency in English.
- Special education students will achieve at grade level or make at least one year of progress toward the learning goals as outlined in their Individualized Education Plans.

Behavioral/Character Skills:

- Students will develop a sense of responsibility and increased self-esteem.
- Students will develop social and emotional skills such as conflict resolution, working independently and collaboratively, oral and written communication skills, study skills, personal integrity, personal character, and self-esteem.
- Students will be prepared for college, apprenticeship training, and employment.
- Students will become competent, self-motivated, lifelong learners.
- Students will understand and practice safety precautions and procedures.
- Students will understand and demonstrate physical fitness and what it means to be physically fit.
- Students will understand and maintain a positive, crime-free lifestyle.

Element III: Methods to Assess Pupil Progress toward Meeting Outcomes

A. Assessment of Student and School Outcomes

Academic Performance Index and State-Mandated Tests

Trade Tech, like district administered public schools, will be subject to the tenets and consequences of the state and federal accountability system, including the Academic Performance Index (API) and Adequate Yearly Progress (AYP). Trade Tech is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and assessment. API growth goals will be included in the annual goals established with faculty. Advisors and school administrators will review the STAR test scores, API results, and AYP results as part of their overall assessment data analysis and will use this information to improve instruction. This analysis will include examining numerically significant subgroups to determine areas in need of concentrated effort so that all students achieve academically. Trade Tech will modify teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement.

Trade Tech will administer the mandatory state STAR tests and other required state assessments such as the CAHSEE and CELDT.

School-Developed Assessments

Trade Tech will develop at least four formative common assessments to assist each advisory team in answering the question, "How will we know when each student has learned the essential outcomes?" The formative assessment will be used on an ongoing basis to monitor individual student learning and to impact instructional practice so that all students master the intended outcomes. The intent of the formative assessment is to diagnose and prescribe the appropriate intervention for the student who may be falling behind. Trade Tech will utilize common assessments such as the traditional multiple choice, true/false, fill-in-the-blank, or short answer tests but will also utilize the performance-based assessment practices of portfolios, writing prompts, projects, independent reading inventories, and oral presentations with supporting team-developed rubrics or checklists. In an effort to apply criteria consistently and ensure inter-rater reliability, the teachers will develop clear criteria for the faculty's definition of excellence, above average, good, below average, and poor student work.

Careful monitoring of student progress on learning objectives as outlined in each student's Personal Learning Plan will be ongoing. Advisors will utilize formal and informal assessment measures. Formal assessments will include curriculum embedded assessments which will accompany the core curriculum utilized during content seminars. The examinations will comprise pre- and post-test information on student achievement in discrete subject areas. Portfolios will be standards-based, providing authentic student work samples aligned to state standards. Portfolios will be used by Advisors to make recommendations about teaching and learning for each student based on both summative and formative assessment scores. Parents and students will use portfolios to set goals, measure progress, and showcase areas of personal interest. Included in the portfolio will

be standardized test results; uniform teacher measures such as rubrics, surveys and tests; community service documentation, community college credits, ROP certificates, pictures of completed projects/products created by student, employment performance evaluations, as well as work chosen solely by the student based on personal preferences.

Pre and Post Tests

As stated above, students will be pre- and post-tested using formal and informal assessments to determine their progress in individual subjects for the duration of their time at Trade Tech. Measures will include teacher made tests, standardized measures, and student-designed assessments, such as student-generated rubrics.

Following is a table that aligns each student outcome to the multiple assessment measures utilized by Trade Tech. The Matrix includes the required California State Assessments. Trade Tech will adhere to the tests that are required by grade level, including the CSTs = California Standards Tests; CAT/6 Survey = California Achievement Tests, Sixth Edition Survey; CAHSEE = California High School Exit Exam; SABE/2 = Spanish Assessment of Basic Education, Second Edition Test and the CELDT = California English Language Development Test. Behavioral expectations will be measured by a combination of advisor narrative observations, student self-assessments, and parental assessments.

Student Outcome and Assessment Matrix

OUTCOMES	CONTENT-SPECIFIC STRATEGIES	Portfolios	Teacher-Generated	Personalized Learning Plan	State Tests	ADDITIONAL ASSESSMENTS
Proficiency In Mathematics	<ul style="list-style-type: none"> ✓ Independent & cooperative group projects ✓ Content seminars using various teaching /learning strategies ✓ Skill-specific, small group remediation/enrichment ✓ On-line learning 	X	X	X	X	<ul style="list-style-type: none"> ✓ Diagnostic assessments ✓ Benchmark standards tests ✓ Course grade reports ✓ Project presentations
Proficiency In English / Language Arts	<ul style="list-style-type: none"> ✓ Independent & cooperative group projects, including creative & expository writing assignments ✓ Content seminars using various teaching/learning strategies ✓ Skill-specific, small group intensive intervention and enrichment ✓ On-line learning 	X	X	X	X	<ul style="list-style-type: none"> ✓ Diagnostic assessments ✓ Benchmark standards tests ✓ Project Presentations

Proficiency in Science	<ul style="list-style-type: none"> ✓ Independent & cooperative group projects, including research papers ✓ Content seminars using various teaching/learning strategies, with science labs ✓ On-line learning 	X	X	X	X	<ul style="list-style-type: none"> ✓ Performance tasks ✓ Project presentations
Proficiency in History / Social Sciences	<ul style="list-style-type: none"> ✓ Independent/cooperative group projects, including research papers ✓ Content seminars using various teaching/learning strategies ✓ On-line learning 	X	X	X	X	<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Project Presentations
For EL students: Progress toward Fluency in English	<ul style="list-style-type: none"> ✓ Sheltered Instruction ✓ Supplemental English Language ✓ Small Group and Individual Intensive Intervention 	X	X	X	X	<ul style="list-style-type: none"> ✓ Benchmark assessments ✓ Diagnostic assessments
Proficiency with Technology	<ul style="list-style-type: none"> ✓ Interdisciplinary use of information technology for papers/projects ✓ Use of Construction Industry related technology in labs and on-the-job 	X	X	X		<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Project Presentations
Demonstration of Physical Fitness	<ul style="list-style-type: none"> ✓ Independent/cooperative group projects ✓ Structured health and fitness activities 	X	X	X		<ul style="list-style-type: none"> ✓ Student self-evaluations ✓ Teacher observations
Proficiency in Building Trades	<ul style="list-style-type: none"> ✓ Construction trades curriculum and complementary coursework ✓ YouthBuild Program- ✓ Pre-Apprenticeship Training ✓ Service learning projects ✓ Dual enrollment in post-secondary institutions and trade schools 	X	X	X		<ul style="list-style-type: none"> ✓ Project presentations ✓ Curriculum-embedded assessments

<p>Critical Thinking & Problem-Solving skills.</p>	<ul style="list-style-type: none"> ✓ Individual and collaborative group projects ✓ Socratic seminars ✓ Writing assignments ✓ Problem-solving activities 	X	X	X		<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Project Presentations
<p>Social & Emotional Skills</p>	<ul style="list-style-type: none"> ✓ Independent and cooperative group projects 	X	X	X		<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Project Presentations
<p>Develop a Positive, Substance-free, Crime-free Lifestyle</p>	<ul style="list-style-type: none"> ✓ Ongoing dialogue within the student-advisor relationship & with parents/guardians ✓ Student journal writing & reflection 	X		X		<ul style="list-style-type: none"> ✓ Student survey ✓ Parent observations based on school ✓ Teacher observations /narratives
<p>Become Competent, Self-motivated, “Lifelong learners.”</p>	<ul style="list-style-type: none"> ✓ Student-initiated projects 	X		X		<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Project Presentations

B. Use and Reporting of Data

Given the targeted population, Trade Tech will provide: a measuring and reporting system that considers the diverse characteristics of the students and recognizes their unique abilities; a structure of mutual respect and responsibility; learning experiences that provide opportunities for students, Advisors, and parents to reflect and identify how to improve instruction and student learning; and tools that provide a consistent process to individualize learning for each student.

Advisors will be trained on how to interpret standardized test data and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development so Advisors can enhance their understanding of student performance in light of multiple assessment data and modify instruction accordingly, as appropriate. Specifically, Trade Tech Advisors will analyze trends, significant changes, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess academic performance from year to year.

Data will be reported both in absolute scores and year-to-year gains and losses. Trade Tech's student performance data will be reported to school staff, parents, and guardians. Advisors and students will cooperatively record ongoing student performance assessments that track students' progress toward achieving their identified learning objectives. These electronic records will reflect the daily performance of students regarding specific content and behavioral skills. The Advisor will check in with each student daily and hold a formal meeting at least once a week with their individual student advisees to discuss ongoing performance and to identify changes needed in attitudes, effort, and focus on task.

Students will receive a progress report each month indicating level of performance on the standards in each core academic subject, with separate indicators for knowledge, skills, and attitudes. This progress report will stand as the record of note for parents, home districts, and students. If students are not making adequate progress, the Advisor and student will collaboratively lead conferences with parents/guardians to discuss issues related to academic performance. These conferences may be scheduled as telephone conferences or school site meetings. The parent contact is essential to the integration of the student's school performance and educational program.

In summary, Trade Tech will analyze student performance data, ensure that all staff, board members, and parents are kept abreast of how Trade Tech students are performing and make appropriate changes to the instructional and learning strategies to ensure continuous improvement in student progress and in the school at large. Trade Tech will publish the School Accountability Report Card (SARC) online as well as mail copies to families. The school calendar will include specific times set to review school-wide and subgroup data.

The assessment tools used at Trade Tech will be standardized, authentic, and performance-based assessments as guided by the California State Frameworks and Performance Standards. While the standard, on-demand assessments enable us to monitor both the individual student's and the school's performance, these assessment tools might not fully meet the assessment needs of the students or their instructors. Trade Tech will require students, teachers, and staff to measure their own performance, thereby empowering them to recognize and be responsible for their own learning. Trade Tech, therefore, will supplement standardized assessments with alternative assessments. To document student learning, the alternative assessments will include projects, exhibitions, and other tasks that students complete during the year. Trade Tech will engage students to the maximum extent in the assessment process.

Element IV: Governance Structure of School

North County Trade Tech High School will be a directly funded independent charter school, constituted as a California nonprofit public-benefit corporation pursuant to California law immediately upon approval of this charter.

Trade Tech 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 School. Pursuant to California Educational Code Section 47604, the District shall not be liable for the debts and obligations of Trade Tech, or for claims arising from the performance of acts, errors, omissions of Trade Tech, or as long as the District has complied with all oversight responsibilities required by law.

A. Board of Directors

North County Trade Tech High School, a California Nonprofit Public Benefit Corporation, was formed by New Haven Youth and Family Services, Inc and intends to submit the Internal Revenue Service application for exemption from tax under Section 501 (c) (3) of the Internal Revenue Code by December 2006. New Haven Youth and Family Services, Inc., a California Nonprofit Benefit Corporation, is exempt from tax under Section 501 (c) (3) of the Internal Revenue Service Code will be providing administrative support to North County Trade Tech High School. Subject at all times to the general oversight of New Haven Youth and Family Services, Inc., its parent corporation, the Board of Directors of Trade Tech will take such actions as necessary or desirable to facilitate the proper and efficient operation of Trade Tech, consistent with federal and state law and subject to the terms and conditions of the adopted bylaws.

Specifically, New Haven will perform and provide Trade Tech with administrative services and expertise to support the governance, financial administration and reporting, purchasing, and personnel administration and instructional program as may be necessary for the operation of the charter school.

Trade Tech will have a minimum of three (3) and no more than a nine (9) person Board of Directors that will serve as the Board of Directors of North County Trade Tech High School, a California Nonprofit Public Benefit Corporation. The qualifications for the Board members are generally the ability to attend Board meetings, a willingness to actively support and promote Trade Tech, and a dedication to its educational endeavors; provided that the directors are subject to the prior approval of the Sole Statutory Member. The initial board will consist of:

- (A) Two individuals representing the Sole Statutory Member;
- (B) The Chief Executive Officer of the Sole Statutory Member;
- (C) One Parent of a Student currently enrolled at Trade Tech;
- (D) Two Individuals representing the Construction Trade Industry
- (E) One Student currently enrolled at Trade Tech (non-voting member)
- (F) A representative of the Vista Unified School District (if desired by the District)

The composition of the Board may be modified from time to time by amendment of the bylaws of the corporation. A majority of the Board shall consist of persons who are not “interested” in the corporation, as the term is defined in the California Corporations Code. Board of Directors will be governed in its operations and its actions by the corporate bylaws of Trade Tech, which will be consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The terms for Board participation will be staggered in to one, two, and three year terms or until his/her resignation is accepted and/or a successor is elected and qualified.

Board Duties

The Board of Directors of Trade Tech will meet regularly, at least once a quarter and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Identify, negotiate and approve all contractual agreements.
- Approve and monitor Trade Tech’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Trade Tech in accordance with charter school laws and the receipt of grants and donations consistent with the mission of Trade Tech.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration.
- Approve annual fiscal audit and annual performance report(s).
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions as needed.

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 which is not in conflict with the purposes for which schools are established.

The Charter School will adopt a conflicts code which will comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations¹.

¹ It is the understanding of petitioners that the State Board of Education is developing charter school specific conflicts of interest regulations.

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 Trade Tech or third party (e.g., person, management company or committee, however composed) any of those duties with the exception of budget approval, and approval of the fiscal and performance audits. 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 Trade Tech Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include (at a minimum): Conflicts of Interest, and the Brown Act.

B. Director of Education

The Director of Education (Director) will be selected by the Trade Tech Board of Directors and will be employed by Trade Tech under a contract of employment approved by the Board of Directors. The Director's central governance role is to act as the manager of Trade Tech as outlined in the position's job specification. The Director will have the expertise in all educational matters relative to instruction, leadership and financial management. Once staff is hired, the Director will partner with his/her colleagues to create an effective *Teacher Professional Practice* with real control over decisions that affect learning, including staffing, budget and the educational program.

The Board of Directors will adopt a job description for the Director position that further defines the day-to-day job responsibilities by March 2007.

C. Advisory Council

Trade Tech will have an Advisory Council comprised of distinguished members of the community representing the public and/or private sectors of education, business, and government. The Advisory Council will have industry partners, community members, a student and a parent. The Advisory Council will report to the Board of Directors. The purpose of the Advisory Council is to provide advice, expertise, and resources related to pedagogy, assessment, workforce preparation, charter schools, fund raising, community relations, and other areas relevant to the success of the school. The Director and/or the Board of Directors may consult with the Advisory Council or its members as appropriate. The Advisory Council will be selected by the Board of Directors from applications received or solicited by the charter. The Director will collaborate with the Advisory Council on Charter School activities and issues as prescribed by the Board of Directors.

D. Student/Parent/Teacher Contract

Trade Tech will develop a Advisor/Parent/Student contract to be approved by the Board of Directors. At a minimum, the Adviser/Parent/Student Contract will:

- Require students and advisors to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Require students to complete all class work and homework the advisor assigns
- Require advisors to review and return student assignments with corrections and useful comments in a timely manner
- Require all students to follow the Student Conduct Code and all rules of the program in which they are participating
- Require parents, students and advisors to attend all student/parent/advisor conferences as scheduled by the advisor, parent, or student
- Require students and advisors to follow all rules and procedures as approved by the Board of Directors
- Require parents to maintain monthly contact with advisor regarding student
- Require parent to participate in quarterly education planning meetings
- Require parent and advisor to return phone calls in a timely manner

Element V: Employee Qualifications

Trade Tech will retain or employ teaching staff who hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Trade Tech will comply with Section 47605(1).

A. Director Qualifications

The Director at Trade Tech will possess leadership abilities and a comprehensive education vision that is consistent with Trade Tech's mission and education program, including but not limited to:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the Trade Tech educational program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to be the main liaison to and communicate effectively with staff, students, parents, community, private partners and outside agencies (including the District) to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but not required)

- School management and administration experience;
- At least 5 years experience in the education field;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

B. Teacher Qualifications

Trade Tech will employ teachers with the required credentials to meet the NCLB highly qualified teacher standards in all core subject areas. Assessment, content learning oversight and the provision of academic credits will be provided by teachers holding the appropriate core subject credential. All students in all courses (except non-core and non-college preparatory classes) will learn under the oversight of a highly qualified teacher in the specific content area.

Trade Tech will certify on an annual basis, upon request of the District, whether Trade Tech is in compliance with the NCLB highly qualified requirements for that school year. Trade Tech will inform students and parents, in the Student/Parent Orientation and Student Handbook and when designing the student's Personal Learning Plan, which classes taught by non-credentialed teachers.

Each student will be assigned to an advisor of record who is responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions. Trade Tech will also employ or retain non-certificated instructional support staff as appropriate for instruction of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual students and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position with the school required by law.

Trade Tech recognizes that instructional quality hinges on credentialed teachers using research-based materials that meet the California Department of Education Content Standards. Trade Tech intends to hire five teachers with credentials to meet NCLB highly qualified teacher standards between April and June of 2007 to plan the delivery of the core curriculum areas of reading, math and writing for the first year group of 100 ninth grade students. Three trade instructors will facilitate the integration of curriculum and labs. Staffing will result in a ratio of 15 to 20 students per adult.

Initially, all staff will be offered at-will contracts with Trade Tech and will receive formal annual performance reviews developed by Trade Tech, utilizing peer review, student outcome data and individual teacher Professional Development Plans developed by Trade Tech.

Trade Tech teachers will:

- Ensure success for all students

- Commit to best-practices in core curriculum
- Engage in active learning
- Maintain high expectations for every member of the learning community
- Provide an inviting, safe and supportive learning environment
- Participate in courageous, collaborative leadership of the school
- Embrace the project-based learning model
- “Do whatever it takes” to address the varying needs of all students
- Accept responsibility for student learning outcomes
- Establish family and community partnerships
- Engage families in the education of their children
- Provide multiple teaching and learning strategies that respond to student diversity
- Improve student learning through thoughtful assessment and instruction
- Leave *No Child Left Unknown*

C. Specific Qualifications for All Staff

The Board of Directors will define specific employee minimum qualifications that will include, but not be limited to, the following:

- Dedication to putting in time, energy and effort in developing the program
- Dedication to the Trade Tech program and philosophy
- Dedication to providing effective education to at-risk students
- Sensitivity to the social as well as academic needs of students
- Willingness and ability to work and plan cooperatively with colleagues
- Active participation in professional meetings
- Understand the fiduciary responsibility for charter school funding
- Stewardship of Trade Tech financial and material resources
- Accept accountability for positive student outcomes
- Willingness to “Do whatever it takes” for students to be successful learners

All individuals employed by Trade Tech must possess the personal characteristics, knowledge, and experiences as described in the school’s position descriptions. All employees must comply with the employee processing policies and procedures (e.g., finger printing, criminal-record checks, provision of proof of identity, evidence of right-to-work in the United States, and TB screening) as required by law.

Element VI: Health and Safety Procedures

In order to provide safety for all students and staff, Trade Tech will adopt and implement full health and safety procedures and risk management policies 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 Trade Tech:

Procedures for Background Checks

Employees and contractors of Trade Tech will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 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 Director of Trade Tech will monitor compliance with this policy and report to the Trade Tech Board of Directors on a quarterly basis. The New Haven Human Resource Director will monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee will 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, and the policies and procedures used by the District, unless and until alternate policies are adopted by the Trade Tech Board.

TB Testing

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

Immunizations

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

Medication in School

Trade Tech will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Trade Tech will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the

school.

Emergency Preparedness

Trade Tech will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

Trade Tech will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board will 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 will follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Trade Tech will function as a drug, alcohol and tobacco free workplace.

Facility Safety

Trade Tech will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, at Trade Tech’s discretion. Trade Tech agrees 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. Trade Tech will conduct fire drills monthly.

While it is our goal to “house” Trade Tech in a large industrial space, with both classrooms and industrial workspace, we recognize that it is likely that Trade Tech will begin in commercial rental space in Vista. It is not our intention to request use of school facilities through Proposition 39.

Comprehensive Sexual Harassment Policies and Procedures

Trade Tech 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. Trade Tech has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Trade Tech (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Trade Tech’s sexual harassment policy.

Trade Tech will periodically apprise and review with students, advisors, and staff the aforementioned policies and procedures.

Element VII: Means to Achieve Racial/Ethnic Balance

Trade Tech will enroll students who are interested in entering the professional career path of the construction industry. Trade Tech participants will represent the local communities of Vista, San Marcos, Oceanside, Carlsbad, and Fallbrook. Consequently, Trade Tech will serve a very diverse student population.

Element VIII: Admission Requirements

The Board of Directors will determine all processes and procedures governing application, admission, and enrollment at North County Trade Tech High School. All students attending Trade Tech must follow the application, admission, and enrollment procedures of the school.

The application packet for admission to Trade Tech will include information that allows students to be informed about the school's operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to enroll at Trade Tech. The application and Student Handbook will include:

- A brief description of charter schools
- Trade Tech's Mission Statement
- A summary of the school's education philosophy and approach
- A description of Trade Tech's education program including a school calendar, a "typical day", the core curriculum; enrichment and trades instruction, attendance expectations; portfolios, grading, testing and evaluation procedures; and graduation standards (exit outcomes)
- An overview of Career Pathways in the Construction Industry
- A copy of the Teacher/Student Learning Contract
- Rights and Responsibilities of Trade Tech teachers and students
- An explanation of the Restorative Practices at Trade Tech
- No Tolerance Policy and Procedure
- Behavioral expectations

Trade Tech will serve up to 400 students in grades nine through twelve.

A. Admission Criteria

Trade Tech will operate grades 9-12. Students who understand and value Trade Tech's mission and are committed to the school's educational philosophy will be encouraged to apply. Admission to Trade Tech will be open to any resident of California that is of legal age to attend public school. Students will be considered for admission without regard to race, ethnicity, national origin, gender or disability [Education Code Section 47605(d)(1)]. Trade Tech will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the District.

Admission will not be determined according to place of residence of the student, except that admission preference will be given to Trade Tech students and siblings from Vista, San Marcos, Oceanside, Carlsbad, and Fallbrook interested in pursuing a career in the construction industry. Trade Tech does have an Advisor/Student/Parent Contract which all parents will be asked to sign and parents will be asked to attend an orientation meeting.

B. Admission and Enrollment Preferences

Trade Tech will enroll all students who wish to attend the school provided that the school's capacity is not exceeded [Education Code Section 47605(d) (2)(A)]. Classes at each grade level will be filled according to the following order of preferences for students who are either continuing enrollment or being admitted for the first time (listed in order of priority) [Education Code 47605(d) (2)(B)]

C. Admission Lottery and Admission Priority

If the number of students who wish to attend Trade Tech exceeds the school's capacity as determined by the Board of Directors, then the admission of new students will be determined by a public random drawing for each grade level. [Education Code Section 47605(d)(2)(B)] After the close of the open application period, Trade Tech will enroll all students who applied during the open application period subject to capacity. If the number of applications for admission to a grade exceeds the number of available slots in that grade, enrollment, except for existing students of the School, will be determined by random public drawing. This random public drawing will be held in a widely publicized, public setting on a widely publicized date. Trade Tech will ensure that an independent third party is responsible for the actual "drawing" of applications. In the case of a public random drawing, the following admissions preferences shall be applied in the priority order as listed: returning students; siblings of existing students; all other District residents; and all other students outside the District.

All applications collected during the open application period will be drawn. Once capacity is reached, the remaining applications drawn will be placed on a wait-list in the random order in which they are drawn. After the public random drawing, those students who are drawn for enrollment will receive their official enrollment/registration forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the school, there will be no public random drawing in the grade level that is not over-subscribed and all students who submitted complete enrollment/registration information will be enrolled.

Existing students of the School will not participate in the public random drawing, as they are automatically reserved a space for the following year.

D. Guidelines for Enrollment

Prior to enrollment, parents and students will be asked to:

- Attend an orientation to receive an enrollment packet and Student Handbook
- Complete required enrollment forms including emergency information cards
- Provide required immunization records, including tuberculosis testing
- Sign Advisor/Student/Parent Contract
- Sign Written Release for school cumulative records to be released to Trade Tech
- Commit to participating in learning and performance assessments
- Attend an Advisor/Parent/Student Conference prior to school beginning

Element IX: Financial Audit

A. Financial Audit

An annual independent fiscal audit of the books and records of Trade Tech will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of Trade Tech will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

New Haven Youth and Family Service's Board of Directors will work with Trade Tech's Board of Directors to form an audit committee to select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience. 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, will review any audit exceptions or deficiencies and report to Trade Tech's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to Trade Tech's dispute resolution process.

The independent fiscal audit of Trade Tech is public record to be provided to the public upon request.

Initially, New Haven Youth and Family Services expects to maintain separate budgeting and financial records for Trade Tech under a contract for administrative services between the two corporations. New Haven's responsibilities for the financial administration of Trade Tech are expected to include, but not be limited to the following:

- a) Establish and maintain a chart of accounts, as approved by the Trade Tech Board of Directors, utilizing New Haven's computerized accounting system.
- b) Provide the Trade Tech Board with an annual draft budget for Board consideration and approval.
- c) Provide purchasing services for supplies
- d) Provide cash management services
- e) Prepare financial statements on a monthly basis

- f) Coordinate preparation of annual financial audits with an independent auditor
- g) Coordinate ongoing communications between Trade Tech and the District
- h) Apply on behalf of Trade Tech for state block grant funding for charter schools, state and federal categorical funding and reimbursement of state-mandated costs for which the school may be eligible
- i) Provide payroll services
- j) Assist in the acquisition of appropriate facilities for Trade Tech, and in the negotiation of terms and conditions under which the facility will be provided.

B. Programmatic Audit

Trade Tech will compile and provide to the granting authority an annual performance report. This report will, at a minimum, include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques listed herein
- Parent Satisfaction Survey
- A summary of substantive decisions and policies established by the school's Board of Directors during the year
- Data from the Hope Survey
- A current copy of the school's health and safety procedures
- Information on the school's racial and ethnic population
- Information on the school's admissions practices during the year and data regarding the numbers of students enrolled and the numbers of students suspended and/or expelled
- Other information as may be reasonably requested by the District Board to determine compliance with the education, administrative, legal, and governance provisions of the charter

Element X: Pupil Suspension and Expulsion

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 Trade Tech. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy will serve as Trade Tech'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.

Trade Tech staff will enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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.

Corporal punishment will 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.

Trade Tech's administration will ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice will state that these policy and administrative procedures are available on request at the Director's office.

Suspended or expelled students will be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Trade Tech will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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. Trade Tech will notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and will grant the District approval rights prior to the expulsion of any such student as well.

1. 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 Trade Tech or at any other school or a Trade Tech sponsored event at anytime 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.

2. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. 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 Executive Director or designee's concurrence.
- 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 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.
- 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 of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- v. 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

3. Suspension Procedure

Suspensions will be initiated according to the following procedures:

a. Conference

Suspension will 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 advisor-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 will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunity to present his or her version and evidence in his or her defense.

This conference will be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student will not be contingent upon attendance by the student's parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will 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.

c. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student 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 student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. 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 student or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. 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 student 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 will be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing will 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 will be deemed served upon the student. The notice will include:

- a) The date and place of the expulsion hearing;
 - b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 - c) A copy of the School's disciplinary rules which relate to the alleged violation;
 - d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
 - e) 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;
 - f) The right to inspect and obtain copies of all documents to be used at the hearing;
 - g) The opportunity to confront and question all witnesses who testify at the hearing;
 - h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Trade Tech 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 will be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- a) 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.
- b) Trade Tech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- c) At the discretion of the person or panel conducting the hearing, the complaining witness will be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d) The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e) 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.
- f) 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.
- g) If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing will 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 will 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.
- h) The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the courtroom during that testimony.
- i) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness will 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.
- j) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will 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 will 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.

7. Record of Hearing

A record of the hearing will 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.

8. 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.

Findings of fact will be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel will be based solely on hearsay and 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 student, the hearing is held 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 will have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel will 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 will 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 student will immediately be returned to his/her educational program.

9. Written Notice to Expel

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

- a) Notice of the specific offense committed by the student
- b) 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 School.

The Director or designee will send a copy of the written notice of the decision to expel to the District.

This notice will include the following:

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

Additionally, in accordance with Education Code Section 47605(d) (3), upon expulsion of any student, Trade Tech will notify the superintendent of the school district of the student's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

10. Disciplinary Records

Trade Tech will maintain records of all student suspensions and expulsions at the School. Such records will be made available to the District upon request.

11. No Right to Appeal

The Student will have no right of appeal from expulsion from Trade Tech as the Charter School Board's decision to expel will be final.

12. Expelled Students/Alternative Education

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

13. Rehabilitation Plans

Students who are expelled from Trade Tech will 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 student may reapply to Trade Tech for readmission.

14. Readmission

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

Element XI: Retirement System

Trade Tech retains the option for its Board of Directors to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirements System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole. Trade Tech will, at a minimum, participate in Social Security as required by law. If the board chooses STRS or PERS in accordance with Education Code Section 47611.3, it may ask the District or the County to create any reports required by STRS in exchange for the actual costs of providing such service.

Element XII: Attendance Alternatives

No student is required to attend Trade Tech (*Education Code Section 47605(b) (5) (L)*). Students residing in the District who do not attend the School may attend their local school of attendance or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Parents or guardians of each student enrolled at Trade Tech will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Trade Tech, except to the extent that such a right is extended by the local education agency.

Trade Tech will begin the process of WASC accreditation in the 2007/2008 year and will inform parents about the transferability of student coursework to other public high school. Trade Tech will offer the courses necessary to meet the UC/CSU college entrance requirements.

Element XIII: Description of Employee Rights

The Director of Education will hire school staff with the recommendation and assistance of the faculty. All employees, including those hired in the previous year by a public school district, will be selected, employed, and released (if need be) per the recommendation of the faculty by the Director of Education, in accordance with Trade Tech's personnel contracts. The Trade Tech Board of Directors will set the terms and conditions of employment. Initially, teachers will be offered at-will contracts and will be considered a part of the leadership team at North County Trade Tech High School.

In keeping with Education Code 47605(b) (5)(m), it is the intent of Trade Tech that staff members who leave employment in the District to work at Trade Tech will not have any right to return to employment within the District without prior agreement by the District, other than any staff "on loan" from the district or other public school employer.

Employees who were not previously employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of Trade Tech.

Upon dismissal from Trade Tech no previous District employee may return to the District for employment without the prior written agreement/approval of the District. District employees cannot be required to work at Trade Tech, nor can the District require Trade Tech to hire district non-certificated, certificated, or confidential employees, with the exception of any District employees provided to Trade Tech as part of any services which are provided by the District and paid for by Trade Tech under a separately negotiated agreement for services or memorandum of understanding.

Element XIV: Dispute Resolution Process

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b) (5) (N)

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Trade Tech and Vista Unified, Trade Tech staff, employees, Board members of Trade Tech and Vista Unified agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this will be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section will not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Director and Superintendent will informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who will jointly meet with the Superintendent and the Director and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director will meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and the Director. Mediation will be held within thirty business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

A. Intent

The intent of this dispute resolution process is to (1) ensure a fair and timely resolution to disputes, and (2) frame a Charter School oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

B. Public Comments

The staff and Board of Directors of North County Trade Tech High School and the Vista Unified School District Board of Directors agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Notwithstanding anything in the charter to the contrary, the Vista Unified School District Board of Directors will not have to comply with this Section, or

any other section of the charter, when addressing issues that may lead to the revocation of the charter school as per the Charter Schools Act.

C. Disputes Arising within North County Trade Tech High School

Disputes arising from within Trade Tech, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by Trade Tech. The Vista Unified School District Board will not intervene in any such internal disputes without the consent of the Board of Directors of Trade Tech and will refer any complaints or reports regarding such disputes to the Trade Tech Board of Directors or the Director of Education for resolution. This section will not impair the Superintendent's rights as otherwise specified in this Charter or any applicable MOU.

Element XV: Exclusive Public School Employer/Labor Relations

Trade Tech will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Education Employment Relations Act.

Element XVI: Windup and Final Audit

The following procedures will apply in the event Trade Tech closes per Education Code Section 47605(b) (5)(P)). The following procedures apply regardless of the reason for closure.

Closure of Trade Tech will be documented by official action of the Board and must be approved by North County Trade Tech High School Board. The action will identify the reason for closure. If Trade Tech is being closed by voluntary rescission by the New Haven Board (as opposed to revocation or non-renewal), the Trade Tech Board will promptly notify the District of the closure and of the effective date of the closure.

Trade Tech Board will ensure notification to the parents and students of the School closure and will provide 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.

As applicable, the Trade Tech Board 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. Trade Tech will ask the District to store original records of Trade Tech students. All records of the School will be transferred to the District upon School closure or to the County Office of Education if the District is unwilling or unable to store the original records. If neither the District nor County Office of Education will store the records, the original records will be returned to the school district of residence of each student.

As soon as reasonably practical, an independent audit of Trade Tech's final financial records will be completed. The independent audit will be completed as soon as reasonably practical, which is generally no more than six months after closure. Trade Tech will pay for the final audit to the extent it has sufficient assets to do so. The audit will be prepared by a qualified Certified Public Accountant selected by Trade Tech Board and will be provided to the District promptly upon its completion.

On closure of Trade Tech, any net assets of the school remaining after discharge of all outstanding liabilities, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, will be distributed to another public school operated by New Haven or if New Haven Youth and Family Services is dissolving as a corporation, in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, Trade Tech will remain solely responsible for all liabilities arising from the operation of Trade Tech.

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

Element XVII: Operational Policy

In summary of the charter under which North County Trade Tech High School must operate, the following will be its plan of operation:

The Director of Education and Board of Directors should not be expected to take full responsibility for things they can only nominally influence. Their roles should be more consequential ones. To make their jobs manageable, their powers and duties must be refined to the few that matter such as focusing on Trade Tech's curricula that match students' needs, funding that establishes site-based management, and holding the school accountable for results of those in their charge.

Their roles are ones of assistance through recommendation and collaboration in matters of program implementation, hiring of teachers and staff, reconstituting or closing the school if it does not teach effectively.

Any and all staff concerns will always be resolved at the school level, though the Director of Education's suggestions and recommendations may be requested.

Miscellaneous Clauses

A. Term

Any and all revisions to this charter approved by the Vista Unified School District will not renew or create a new term unless expressly stated otherwise.

B. Amendments

Any amendments to this charter will be made by the mutual agreement of the Vista Unified School District Board of Directors and the Board of Directors of North County Trade Tech High School upon the approval of the Superintendent. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

C. Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by the Vista Unified School District Board of Directors and the Board of Directors of North County Trade Tech High School.

D. Communications

All official communications between North County Trade Tech High School and the Vista Unified School District Board of Directors will be sent via First Class Mail or other appropriate means to the following address:

Vista Unified School District
Attn: Superintendent
1234 Acadia
Vista, CA 92084

North County Trade Tech High School
Attn: Director of Education
P.O. Box 1199
Vista, California 92085-1199

E. Memoranda of Understanding (MOUs)

The Vista Unified School District Board of Directors, Superintendent, New Haven Youth & Family Services, North County Trade Tech High School, and participating organizations will enter into mutually agreeable MOUs that outline further details of the relationship between the District Board, the Superintendent, New Haven, Trade Tech and each participating business partner. The MOUs may include, but not be limited to the following:

- Charter school authority to contract with third parties
- Funding of the charter school
- Services to be purchased by the charter school from the Superintendent's Office, and the fee schedule or such service
- Hold harmless and indemnification language

- Charter school's collection of mandated cost reimbursement
- Fiscal reporting requirements to the state, either independently or through the District
- Superintendent support for the charter school in approving and seeking waivers
- Superintendent support for the charter school in seeking additional funding

F. Impact on the Charter Authorizer

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

Trade Tech will be a subsidiary of New Haven Youth & Family Services, 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 23701d.

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 will not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School will 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.

Trade Tech intends to be housed in a single location within the boundaries of the Vista Unified School District, should an appropriate site be located. Trade Tech will be located in North San Diego County. Trade Tech intends to eventually house the school in a large industrial space with both classrooms and industrial workspace, but initially plans to use commercial rental space. Trade Tech will not seek facilities from the District under Education Code Section 47614.

Further, Trade Tech will indemnify and hold harmless the Vista Unified School District, its officers, employees, and agents, from and against any and all claims, actions, damages, arbitration fees and expenses, costs, attorney's fees and other liabilities incurred by the District relating in any way to the operation of Trade Tech, except where it is adjudged that the District acted with gross negligence or willful misconduct.

The corporate bylaws of Trade Tech will provide for indemnification of the school's Board of Directors, officers, agents, and employees and will purchase general liability coverage, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

In no event will the District be liable for any incidental, indirect, special, exemplary, punitive or consequential damages, including, but not limited to, damages (including loss of data, revenue or profits) costs or expenses (including legal fees and expenses), whether foreseeable or unforeseeable, that may arise out of or in connection with the Charter or any MOU entered into between Trade Tech and the District.

Trade Tech will provide District with written evidence of insurance prior to commencement of operation and will promptly provide the District with written notice of any changes in insurance types or amounts of coverage.

Trade Tech and the employees working at Trade Tech will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein.

CONCLUSION

The community of Vista and the surrounding North County area has exhibited strong support for North County Trade Tech High School. The Appendix contains letters of support for Trade Tech from local city, state, and industry partners.

The first set of signatures submitted in the appendix are pursuant to Education Code Section 47605(a)(1)(B) in order to fulfill the condition that the charter petition be submitted to the governing board of the school district for review after the petition has been signed by a number of teachers that is equivalent to at least one-half of the number of “reasonably interested” teachers the school estimates will be employed at the school during its first year of operation. Trade Tech has obtained signatures equaling the entire teaching staff required.

By approving this charter, Vista Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all students who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and students with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document, to negotiate a mutually agreeable memorandum of understanding, and to present the District with the strongest possible proposal requesting a five year term to begin upon commencement of operations in September 2007. North County Trade Tech High School will be considered approved as of the date of charter approval. Renewal of the charter will be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.