

# CALIFORNIA EMERGING TECHNOLOGY FUND

## SAN DIEGO FACT FINDING CONVERSATION WITH KEY STAKEHOLDERS AND PROSPECTIVE PARTNERS APRIL 4, 2007

### – ORGANIZATION AND PROJECT OVERVIEWS –

Name of Organization	<b>ARROYO PASEO CHARTER HIGH SCHOOL, INC.</b>
Name(s) of Principal(s) and Complete Titles	Ann Marie Wellhouse, Community Liaison and Science Center Manager; William Wellhouse, Director
Contact Information (complete)	<a href="mailto:Ann.wellhouse@touchstonescience.net">Ann.wellhouse@touchstonescience.net</a> 619-478-2148 and 619-249-6812 4305 University Avenue, Ste. 130, San Diego, CA 92105
Name of Program or Project (if different from organization)	<b>The City Heights Science Center is the outreach arm of Arroyo Paseo Charter High School</b>
Geographic Location or Focus of Program or Project	Community of City Heights, San Diego, California
Demographic Overview of Focus Community or Population	City Heights is a multi-ethnic community where over 23 languages are spoken, primarily Spanish. The local comprehensive high school reports: 65% Latino, 15% African American, 15% Asian, and 5% other. It is one of the lowest income areas of San Diego with a high crime rate, low graduation rate, and an expanding population.
Description of Program or Project named above	Goal 1: Arroyo Paseo closes the achievement gap separating underrepresented groups from success in science, technology, engineering, and mathematics.
o Goals	Goal 2: Arroyo Paseo provides its graduates with viable career choices in science, technology, engineering, and math careers by insuring that all students take, and succeed in, rigorous high school courses.  Goal 3: Arroyo Paseo creates self-motivated, competent, and lifelong learners with an interest in science, technology, engineering and math careers.
o Objectives	Arroyo Paseo Charter High School will prepare, support and motivate all students, especially underprivileged underrepresented groups, to pursue careers at all levels of science, technology, engineering, and mathematics by providing a rigorous, standards-based, educational program designed to support the academic success of all learners.
o Strategies	To achieve Goal 1 all Arroyo Paseo students: <ul style="list-style-type: none"> <li>• Develop a solid foundation in, and personal connection to, math, technology, and science;</li> <li>• Develop the literacy skills necessary to succeed in a technical career;</li> <li>• Link new knowledge to their own personal, familial and cultural experiences, (Grabe and Grabe, 2004);</li> <li>• Develop the thinking skills necessary for symbolic and scientific reasoning;</li> <li>• Experience success in achieving their academic goals;</li> <li>• Develop a positive attitude towards learning;</li> <li>• Demonstrate high rates of attendance and low rates of dropping out.</li> </ul> To achieve Goal 2 all Arroyo Paseo students: <ul style="list-style-type: none"> <li>• Graduate with the knowledge and skills necessary to enter a science, technology, engineering, and math career;</li> <li>• If college bound, graduate having met all A to G requirements;</li> <li>• Demonstrate proficiency in mathematics including, geometry and algebra II;</li> <li>• Demonstrate proficiency in biology and chemistry;</li> </ul>

	<p>Frequently use technology for completing a variety of academic tasks; • Appreciate the worldview of differing cultures, societies, and historical periods; • Work effectively in groups and take pride in the school’s achievements.</p> <p>To achieve Goal 3 all Arroyo Paseo students: • Have a secondary educational experience that will motivate and prepare them to be successful in a science, technology, engineering, and math career of their choice; • Develop clear life and career goals; • Develop a positive attitude towards science, technology, engineering, and math subject matter and become motivated to enter a science, technology, engineering, and math career; • Are able to learn independently using a variety of learning resources; • Identify and respect their abilities and pursue personal interests (SRN, 2006); • “Graduate college and work ready,” (Hanushek, 2006); • Upon graduation, choose post-secondary training at a vocational-technical school, a community college certificate program, or a science, technology, engineering, or math major at a four-year university. • In the years following graduation, feel supported in their post-secondary training by fellow graduates and by a mentor from Arroyo Paseo.</p>
<p>o Actions</p>	<p>Actions to achieve Goal 1: • Students are supported by a school culture that expects success from all students and where fluency in English is fundamental and achievable, (McLaughlin, 1996); • Educational opportunities that meet academic needs, (Ed Code 47601); • Extensive network of academic support (SRN, 2006); • Different and innovative teaching methods, (Ed Code 47601); • Extensive support, in addition to regular rigorous classes, through individual and small group mentored instruction, (Slavin, 2003); • Science and math literacy assistance with ongoing direct instruction in basic vocabulary and terminology important to the subject matter (Marzano, 2003); • Individualized learning plans to develop fundamental knowledge and skills using tutoring, web-based instruction, and frequent assessments; • Classes in which students experience “a high level of interaction with content,” (Hanushek, 2006); • A culturally sensitive, positive and supportive small school environment with small class sizes (Achilles, 1998) and with modified scheduling (McLaughlin, 1996); • Build in success - failure is not an option; • A family support network (Slavin, 2003) including workshops for parents that explain what their student is learning and why, (McLaughlin, 1996) and additional community based academic and personal support program; • Staff and consultants with experience in effectively addressing the target population’s learning needs and in developing family support structures; • Embed on-going research on best practices for the target population. • Extensive professional development in literacy, science and math instruction and curriculum; and, • Middle school intervention at a tutoring center and Summer Boot Camp.</p> <p>Actions to achieve Goal 2: • Four years of science and math required, with extended duration course options; • Teachers who are strong in content knowledge, believe in success for every student, and engage in continuous program, instruction, and curriculum improvement and development based on assessment results, (SRN, 2006). • A clear focus on academics and academic success for every student; • Teachers responsible for the learning program (Ed Code, 47601); • Teachers provided with on-going effective staff development; • An organized program of best practices; • Balanced instructional approach informed by assessments (Grabe, 2004); • Literacy support across the curriculum including a summer intervention program; • Knowledge and skills assessments paired with learning-mastery; • A performance based accountability system (Ed Code, 47601); • Create academic courses with curriculum based on the California State Standards, that meet the UC A to G requirements, and an educational program that is WASC accredited; • Review assessment data regularly to evaluate program success.</p> <p>Actions to achieve Goal 3: • Career internships and entrepreneurship, career and college prep classes and on-going counseling; • Career explorations with links to the community providing real world experience; • Regular field trips and</p>

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	<p>opportunities to participate in the larger community. • Experience authentic life and career goals, (SRN, 2006); • Expanded opportunities to experience an enhanced worldview; • Experiences that link academic success to personal success; • Independent learning experiences; • Relevant and interesting learning experiences; • Emphasis on the importance of having personal goals and provide strategies to attain them; • A solid set of foundation skills upon which the student can build future learning success. • Post secondary transition to college or vocational training and career support through long-term peer support groups, and, teacher, community, and higher education mentors.</p>																																																																																																																							
<ul style="list-style-type: none"> <li>○ Outcomes</li> </ul>	<p>Arroyo Paseo Charter High School will start August of 2007. Currently the development team is opening the outreach center, City Heights Science Center, to prepare middle school students for success in high school.</p>																																																																																																																							
<ul style="list-style-type: none"> <li>○ Brief History (when was the organization founded or when was the program launched?)</li> </ul>	<p>The developers of Arroyo Paseo Charter High School founded and have directed and taught at River Valley Charter School, now in its tenth year, which has been the highest scoring high school in San Diego County for the past three years. River Valley’s success inspired the founding of Arroyo Paseo to offer a top quality educational choice for underprivileged students. Arroyo Paseo Charter High School has been two years in development and chartered in the San Diego Unified School District in February 2007.</p> <p>The River Valley program has been modified to meet the needs of the changed demographics found in the City Heights community.</p>																																																																																																																							
<ul style="list-style-type: none"> <li>○ Size and Magnitude of Program or Project             <ul style="list-style-type: none"> <li>▪ Number of People Served, Involved, Impacted</li> </ul> </li> </ul>	<p>Arroyo Paseo will begin with 110 students mostly in ninth and tenth grades and add grades and students each year to a maximum of 260 students.</p> <p>After the school demonstrates success with the new demographic the founders intend to launch another campus each year to expand the program into other low-income areas of the City of San Diego.</p>																																																																																																																							
<ul style="list-style-type: none"> <li>▪ Annual Budget, Percentage of Earned Income and Staff</li> </ul>	<table border="1"> <thead> <tr> <th>Description</th> <th>Start-up</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td colspan="7"><b>REVENUES</b></td> </tr> <tr> <td>Revenue Limit Sources</td> <td>-</td> <td>691,790</td> <td>1,128,089</td> <td>1,552,734</td> <td>1,828,593</td> <td>1,874,307</td> </tr> <tr> <td>Federal Revenues</td> <td>266,500</td> <td>183,296</td> <td>71,380</td> <td>95,496</td> <td>109,772</td> <td>109,772</td> </tr> <tr> <td>Other State Revenues</td> <td>-</td> <td>71,854</td> <td>127,971</td> <td>175,383</td> <td>210,662</td> <td>212,227</td> </tr> <tr> <td>Local Revenues, Grants</td> <td>185,000</td> <td>85,000</td> <td>31,500</td> <td>32,000</td> <td>28,500</td> <td>30,000</td> </tr> <tr> <td><b>TOTAL REVENUES</b></td> <td><b>451,500</b></td> <td><b>1,031,940</b></td> <td><b>1,358,940</b></td> <td><b>1,855,614</b></td> <td><b>2,177,527</b></td> <td><b>2,226,306</b></td> </tr> <tr> <td colspan="7"><b>EXPENDITURES</b></td> </tr> <tr> <td>Certificated Salaries</td> <td>32,500</td> <td>412,340</td> <td>512,374</td> <td>799,295</td> <td>920,198</td> <td>937,897</td> </tr> <tr> <td>Non-certificated Salaries</td> <td>28,640</td> <td>92,750</td> <td>107,069</td> <td>130,668</td> <td>143,361</td> <td>146,901</td> </tr> <tr> <td>Employee Benefits</td> <td>4,875</td> <td>111,255</td> <td>153,270</td> <td>221,767</td> <td>266,838</td> <td>278,831</td> </tr> <tr> <td>Books and Supplies</td> <td>132,075</td> <td>28,600</td> <td>86,600</td> <td>114,100</td> <td>109,440</td> <td>95,855</td> </tr> <tr> <td>Services/Other Operating</td> <td>144,460</td> <td>276,300</td> <td>304,400</td> <td>439,000</td> <td>473,500</td> <td>471,000</td> </tr> <tr> <td>Capital Outlay</td> <td>107,000</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Other Outgo</td> <td>-</td> <td>79,319</td> <td>113,464</td> <td>130,181</td> <td>150,025</td> <td>150,513</td> </tr> <tr> <td><b>TOTAL EXPENDITURES</b></td> <td><b>449,550</b></td> <td><b>1,000,565</b></td> <td><b>1,277,176</b></td> <td><b>1,835,011</b></td> <td><b>2,063,363</b></td> <td><b>2,080,998</b></td> </tr> <tr> <td><b>Cash Balance</b></td> <td><b>1,950</b></td> <td><b>33,325</b></td> <td><b>115,089</b></td> <td><b>135,692</b></td> <td><b>249,856</b></td> <td><b>395,164</b></td> </tr> </tbody> </table>	Description	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5	<b>REVENUES</b>							Revenue Limit Sources	-	691,790	1,128,089	1,552,734	1,828,593	1,874,307	Federal Revenues	266,500	183,296	71,380	95,496	109,772	109,772	Other State Revenues	-	71,854	127,971	175,383	210,662	212,227	Local Revenues, Grants	185,000	85,000	31,500	32,000	28,500	30,000	<b>TOTAL REVENUES</b>	<b>451,500</b>	<b>1,031,940</b>	<b>1,358,940</b>	<b>1,855,614</b>	<b>2,177,527</b>	<b>2,226,306</b>	<b>EXPENDITURES</b>							Certificated Salaries	32,500	412,340	512,374	799,295	920,198	937,897	Non-certificated Salaries	28,640	92,750	107,069	130,668	143,361	146,901	Employee Benefits	4,875	111,255	153,270	221,767	266,838	278,831	Books and Supplies	132,075	28,600	86,600	114,100	109,440	95,855	Services/Other Operating	144,460	276,300	304,400	439,000	473,500	471,000	Capital Outlay	107,000	-	-	-	-	-	Other Outgo	-	79,319	113,464	130,181	150,025	150,513	<b>TOTAL EXPENDITURES</b>	<b>449,550</b>	<b>1,000,565</b>	<b>1,277,176</b>	<b>1,835,011</b>	<b>2,063,363</b>	<b>2,080,998</b>	<b>Cash Balance</b>	<b>1,950</b>	<b>33,325</b>	<b>115,089</b>	<b>135,692</b>	<b>249,856</b>	<b>395,164</b>
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<ul style="list-style-type: none"> <li>▪ Funding Sources and Partners</li> </ul>	<p>Currently, Arroyo Paseo is the recipient of charter school startup grants from the Walton Family Foundation and the State of California.</p> <p>The school will be supported through average daily attendance general funds from the State of California for the basic program. The outreach center, City Heights Science Center, will be grant supported.</p>
<ul style="list-style-type: none"> <li>○ Results and Evidence of Success             <ul style="list-style-type: none"> <li>• Metrics for Evaluation Progress</li> </ul> </li> </ul>	<p>Evidence for the success of the City Heights Science Center:</p> <ul style="list-style-type: none"> <li>• Middle school students who have participated at the Center enter Arroyo Paseo Charter High School with improved fundamental skills and knowledge and require less remediation during high school;</li> <li>• Middle school students who have participated at the Center demonstrate high proficiencies on the California State Standards Tests;</li> <li>• Middle school students who have participated at the Center graduate eighth grade with higher grades in core classes;</li> <li>• Middle school students who have participated at the Center show improved interest in science, math and technology.</li> </ul>
<ul style="list-style-type: none"> <li>• Change in Outcomes or Metrics Over Time</li> <li>• How long does it take to secure results for the program above?</li> </ul>	<p>Students should show improvement during their middle school years but the largest gains are expected in students who participate in both seventh and eighth grades.</p>