



High Tech High San Diego Bay Study
High Tech High
2861 Womble Rd.
San Diego, CA 92106

619-847-6703
www.sdbayguide.com

May 2, 2009

Eileen Maher
Port of San Diego
P.O. Box 120488
San Diego, CA 92112
Dear Eileen,

Dear Ms. Maher,

Your past sponsorship of our environmental education program at High Tech High has been incredibly meaningful for the students directly involved in this program and for the countless individuals who have been influenced by their work in the San Diego Bay book series. As you may know we are currently working on the fifth in a series of published books centered on the urban ecology of San Diego Bay.

We would like to request financial support (\$18,000) from the Environmental Fund to assist in funding a novel research program to assess the biodiversity of San Diego Bay. This research will culminate in a pilot for a BioBlitz of the bay and in a book tentatively titled *Human impact on the biodiversity of San Diego Bay*.

Please let me know if you require any additional information.

Sincerely,

Jay Vavra, Ph.D.
Project Manager
High Tech High San Diego Bay Study

Project Title: *Biodiversity assessment of San Diego Bay*

Project Description:

Students of High Tech High will be conducting an intensive animal diversity research study of San Diego Bay. Ultimately, this innovative environmental education program will be developing a research model for assessing natural resources in urban bay environments. Additional aspects of the methods used in this project will be used as a model by biology students around the country. Student teams will be surveying intertidal animals, zooplankton, and benthic marine life. Specimens will be characterized by morphology and by the use of molecular techniques, including DNA barcoding for species identification. The results will be compiled in a book tentatively titled ***An exploration of human impact on the biodiversity of San Diego Bay***. In this integrated project, special attention will be paid to the potential impact of human activity including the demographic composition of the communities constituting the watershed and shoreline of the ecological region under consideration. Beyond the analysis of natural resources this project will incorporate evidence from the surveys of human populations, their livelihoods, lifestyles, and debris patterns through GIS mapping and data analysis. Additionally, the resulting manuscript will constitute a report that will formulate a pilot study for a BioBlitz of the bay.

Project Manager Contact Information:

Address:	Jay Vavra, Ph.D. High Tech High 2861 Womble Rd. San Diego, CA 92106	Phone:	619-847-6703
		FAX:	619-243-5050
		Email:	619-847-6703

Grant Funding Request: \$18,000

Total Cost: \$34,000

Project Timeline: July 2009 – August 2010

Benefits to San Diego Bay:

The High Tech High San Diego Bay Study has brought national attention to the history, ecology, and diversity of life in the bay. Ultimately, the proposed project will be designed to increase the public's awareness of the biodiversity in San Diego Bay and the roles these various species play in a balanced ecosystem and the quality of human life in the region. The survey conducted in this study will also potentially identify species which should be monitored or controlled. It may identify unique aspects of San Diego Bay which might otherwise not have been known. This information along with recommendations will be supplied to Port officials, scientists and the general public. A pilot project conducted by this program has already identified two invasive marine invertebrates using similar molecular techniques proposed in this study (High Tech High, 2009).

Source of matching funds: United States Navy, Naval Facilities Engineering Command Southwest (NAVFACSW) \$16,000

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I. Introduction

High Tech High is located in the ongoing redevelopment of Liberty Station, the former Naval Training Center in San Diego, within 200 meters of San Diego Bay. The school's proximity to the Bay affords easy contact with several wetland and armored bay habitats. As the City's redevelopment efforts continue the students' study of the complexity and fragility of urban-bay ecosystems contribute to the City's ongoing discussion and decisions. Using this unique setting as a field laboratory, student understanding of the interconnection between human activities (e.g. fishing, boating, commerce, and military exercises) and local marine life provides decision makers with invaluable perspectives, recommendations and original research.

San Diego Bay is an intricate mix of both human construction and nature's slow, but inevitable, reclamation. The questions posed by the study of our interaction with Bay are meaningful ones: What is our place in nature? Is civilization inherently harmful to nature? Can we repair our broken relationship with our environment? Can we accept ourselves as part of nature? These questions are exactly the kind we need to ask in times of human population explosion, pollution and resulting environmental change. San Diego Bay is the perfect site for naturalist and scientific observation in an urban setting. It is a place ideally suited for interdisciplinary investigation.

Our past interdisciplinary projects have been measured using a range of real world methods and assessment techniques. With increased student engagement at the core of the program, authentic outcomes are essential. From an educational perspective these programs have led to the development of an exciting and rigorous series of activities in environmental education that can easily hook the most disengaged youth. Once hooked the students conduct original research while learning important skills and content related to evolution, ecology, zoology, molecular biology, forensics, conservation science, and bioinformatics, all in one lesson. The sales of the books published by these students clearly say something about the impact of their work. In the past, we have shared our work for critical review and in celebration with scientific forums, conferences, book signings, community events and educational outreach. The dissemination of this approach and research as told by the through teachers presentations involved at conferences and in education journals has been far reaching. Education and environmental journals including Audubon Magazine, George Lucas' *Edutopia*, Gates Dissemination Grants and High Tech High Graduate School of Education's *Unboxed* have highlighted these projects and have influenced a great number of colleagues.

II. Project Narrative

We propose an original multidisciplinary study culminating in the publication of a book, tentatively titled ***An Exploration of Human Impact on the Biodiversity of San Diego Bay***. As the fifth in a published series, we wish to continue our student-driven research of San Diego Bay through scientific fieldwork, lab analysis of animal species, interviews, photography, nature reflections, and comparative demography. Through demographic fieldwork and surveys community-based social marketing studies we will provide a picture of the Bay's shifting human baseline which will reveal community structure and population status as well as shed light on regional environmental awareness.

As previous publications have shown us, we find the integration of biology, humanities, and mathematics essential to our project. The project will introduce environmental issues by

requiring original research, insight, and recommendation. Students will participate in a broad array of research and reflective activities by collecting stories, conducting interviews, completing surveys, GIS mapping, participating in field observations, and nature reflections. By doing so, our students will give value to their field discoveries, clarity to opinions, and representation to their findings.

The primary research focus of the study will be an intensive animal diversity survey of San Diego Bay. Student teams will be surveying intertidal animals, zooplankton, and subtidal benthic marine life. Specimens will be characterized by morphology and by the use of molecular techniques, including DNA barcoding for species identification. Previous work conducting conservation forensics to address the commercial trade of wildlife was developed in coordination with the Institute for Conservation Research of the Zoological Society of San Diego (Vavra and Ryder, 2006). This portion of the project will result in a report that will formulate a pilot study for a BioBlitz of the bay.

At the core of this effort will be the determination of ecological health and diversity of differing regions of the Bay. Biological assessment will result in the identification of native and invasive species. Efforts will be made to determine arrival date of invasives, the originating source and means of transfer. Student researchers will investigate the human impact upon the specific regions of the bay, and determine factors causing differing impact patterns upon the Bay by examining demographic, economic, social patterns.

Students will research the arrival of humans to the San Diego Bay region, including the impact early hunter-gatherers may have had upon the Bay's ecology. The study will continue with the examination of early European settlement, including the arrival of the Spanish and the move to an independent Mexico. With California admission as part of the United States, greater industrial impact came to the shores of the Bay. In the last century and a half dramatic changes brought about through dredging and shoreline modification further impacted the Bay's diverse ecologies.

This project will be implemented with ongoing historical inquiries into the settlement patterns of the Bay in relationship to current uses in order to determine potential causes and consequences which may have shifted the baseline prior to our study. Waves of human immigrant migrations, each with different settlement patterns and adaptation strategies, brought about diverse and differing demands and consequences to the Bay. Today, many of these patterns might still be seen and studied. The careful collection of demographic data, the mapping of populations, the collection of watershed and shoreline human impact information all contribute to the understanding of our Bay and how it came to be.

Ongoing seminars will be conducted inquiring into past and continuing patterns of human interaction with the environment. By studying the impacts of our social revolutions through the agricultural and the industrial to the arrival at the information and contemporary control revolution, students will contribute to the conversation and steps taking place to arrive at sustainability.

In order to place our information within the context of "deep ecology", which finds humans a part and not above nature, students will spend time on the Bay in quiet reflection. We will gather insights from these experiences in the form of nature reflections, poetry and art. Our work will then be organized into coherent, thematic chapters which will demand the synthesis of scientific results and literary perspectives. The project will culminate in the presentation of data including: biodiversity survey results, population demographics, human environmental

impact studies, mathematical analysis, statistics, and maps. The culmination of this study will allow students to provide their own understanding and counsel regarding human impact upon the biodiversity of the Bay.

Timeline:

Date	Activity
July, 2009	Syllabi integration of project goals complete.
August 2009	Project objective discussions with community partners.
September, 2009	Gallery review by students of past HTH writing and documentary projects.
September, 2009	Begin intertidal surveys and sampling on settlement ropes suspended at Grape St. Pier.
September, 2009	Identification of species with DNA Barcoding in the High Tech High Biotechnology Lab.
October, 2009	Investigation of field techniques: Park Service & Scripps biologists.
October, 2009	Begin construction of remote controlled boats for plankton tows.
Oct – Nov, 2009	Begin regular sampling of zooplankton using remote controlled plankton tows.
November, 2009	Submit species descriptions to Encyclopedia of Life.
November - March, 2009	Interviews with residents, policy makers, scientists, industry personnel.
January – May, 2010 (two week intervals)	Field trips to selected areas of San Diego Bay and Boat Channel.
Field Trip # 1	Re-introduction to the biology and baseline study of the Boat Channel.
	Introduction to nature reflection.
	Introduction to cartography.
	Transplant of bay mussels to selected sites.
Classroom Integration	Organize field survey team.
	Review of nature reflections and introduction of naturalist writing tradition.
	Exploration of historical maps and mapping of the region.
Field Trip # 2	Intertidal transects and water sampling of the Boat Channel.
	Nature reflection in the tradition of Thoreau.
	Start of trigonometric analysis of shoreline and triangulation for locations.
Classroom Integration	Compilation of transect data and introduction to statistical analysis.
	Review, critic and selection of student nature reflections.
	Commencement of charting field data.
	Field trip to SDSU library for historical research on people of the Bay.
Field Trip # 3	Survey studies in Boat Channel and Bay-Boat Channel transition zone.

	Nature reflection based upon Steinbeck.
	Mapping of survey transect locations.
	Collection and tissue chemical analysis of transplanted bay mussels.
Field Trips # 4-9	Follow up studies on site biodiversity experiments.
	Nature reflection to include poetry of Frost, still life drawings and short stories.
April - June, 2010	Conference Presentations.
May, 2010	Book write ups and editing of copy for publication.
June 10, 2010	Student presentation to community and panel of experts (Premier night).
June August, 2010	Revise draft chapters for publication.
August, 2010	Book sent to print.

Why is the proposed project important?

The baseline measurements recorded by students will prove invaluable for understanding environmental disturbance within San Diego Bay and comparable urban-bay ecosystems. Their environmental assessment will become extremely meaningful for shifts in future baselines brought about by gradual development or catastrophic events brought about by oil spill, flooding or earthquake. Under such circumstances, the measurements from this study could be utilized as an important biological reference for restoration efforts. Additionally, the project's scientific importance and authenticity will continue in the future.

It is also important that students learn important skills necessary to scientifically conduct environmental assessments. By doing this science not only will the students be empowered, but they will also have a much better chance to learn by practicing science.

Description of how your project benefits San Diego Bay.

Ultimately, the survey will be designed to increase the awareness of the biodiversity in San Diego Bay and the roles these various species provide to improve the quality of human lives in the region. The survey conducted in this project will also potentially identify species which should be monitored or controlled. It may identify unique aspects of San Diego Bay which might otherwise not have been known. This information along with recommendations from the scientists is supplied to Port officials, scientists and the general public.

Description of any partnerships to complete the project.

There are several collaborators which will further enhance the success of this project. Much of this project will be done in coordination with the Encyclopedia of Life (www.eol.org). Throughout the project students will be uploading their species descriptions and DNA

barcode information to the species' pages with this online field guide. This will be done with project partner Marie Studer, education and outreach director of the Encyclopedia of Life. The objective of the Encyclopedia of Life is to organize and make available via the Internet virtually all information about life present on Earth. This resource is becoming the go-to address for immediate and accurate species information for any creature on the planet. Unfortunately, many local species are yet to be represented on this site. This project will provide the necessary information to represent fauna, both native and invasive found in San Diego Bay.

The molecular techniques used for species identification in this project are being developed with collaboration of Life Technologies (formerly Invitrogen), a world-leader in biotech research supplies. The applications to conservation education will be developed into education kits for high school and undergraduate programs throughout the country and beyond.

The data gathered by students within the DNA barcoding component of this project will be entered into the developing online biology textbook *Life on Earth*. This will be the first student data entered into this revolutionary resource for environmental education. The project will be a lead example for this first chapter, Biodiversity, to be developed for the book. The student research will represent a model for student engagement by having students enter their own research data into a dynamic web database which will allow students to contribute to their own textbook.

III. Qualifying Experience

High Tech High's (HTH) singular and continuing approach to environmental education and conservation – an "Integrated Urban Ecology Study of the San Diego Bay" has over the course of four years, introduced over 400 high school juniors to original research in ecological assessment and engagement in writing and reflection regarding their urban ecology. From these studies and reflections, four books were produced which focused on the issues that reflect San Diego's most pressing environmental priorities including those that students identified as most meaningful to their generation:

- 2003-04 *Two Sides of the Boat Channel: A Field Guide*
- 2004-05 *Perspectives of San Diego Bay: A Field Guide*
(ISBN 0-9762706-5-X)
- 2005-06 *San Diego Bay: A Story of Exploitation and Restoration*
(ISBN 1-888691-17-4)
- 2006-07 *San Diego Bay: A Call for Conservation*
(ISBN 978-1-888691-20-7)
- 2010-09 *Biomimicry and the Bay*
(in progress)

With forewords by Dr. Jane Goodall and Edward O. Wilson, these books have informed, inspired and achieved importance with local residents, marine scientists, conservation advocates and policymakers alike. Praise for the aforementioned books has come from local residents and world renowned scientists alike. George Schaller, known as the “naturalist of the 20th Century” is one of these advocates. He recently expressed, “The field guide presents a wonderful synthesis of original science, review of published information, and humanistic insights into conservation. If only the rest of America were as interested, informed, and dedicated as your students, this country could readily solve its environmental problems. I do hope that all your students will in the future remain involved in and contribute to conservation.”

In addition to the books wide acceptance and positive review, the project effectiveness is ultimately measured and judged by the quality of student work and the efforts student have undertaken to produce that work. This project and the work produced by the students actively engaged in environmental research earned a \$10,000 Environmental Excellence Award from SeaWorld and Busch Gardens. The scoring received for the award, which was comprised of such groups as National Geographic Society, Hubbs-SeaWorld Research Institute and the World Wildlife Fund was the highest in the award’s history. The project and curricular program have been recognized as a model of project-based learning and community-based education by Bill Gates, Secretary of Commerce Carlos Gutierrez, and the ministers of education of Israel and England – all who have visited High Tech High and the biology classroom of Dr. Jay Vavra to see the student in action.

In a separate study using the same molecular tools for the project in this proposal, High Tech High students directed by Dr. Jay Vavra received a second Environmental Excellence Award from SeaWorld and Busch Gardens in 2009. The sponsor of this award was the World Wildlife Fund which said of the program, “The scientific method proposed in this project will certainly contribute a great deal in addressing the bushmeat problem not only in Africa, but in other parts of the world where this is an issue.”

IV. Objectives of Grant Proposal

The biodiversity assessment conducted in this study will be a pilot to a BioBlitz of San Diego Bay. A BioBlitz is part contest, part festival, part educational event, and a great community-based scientific endeavor. Along with scientific experts, the public will be invited to observe the scientists' activities, interact with them, and participate in other activities associated with the BioBlitz.

Ultimately, the survey will be designed to increase the public's awareness of the biodiversity in San Diego Bay and the roles these various species provide to improve the quality of human lives in the region. The BioBlitz of San Diego Bay will also be an excellent tool for exciting local students about science. The event will generate energy and enthusiasm among scientists and the general public alike.

The survey conducted in this project will also potentially identify species which should be monitored or controlled. It may identify unique aspects of San Diego Bay which might otherwise not have been known. This information along with recommendations from the scientists is supplied to Port officials, scientists and the general public.

V. Cost Proposal

Item	Cost
Refrigerated microcentrifuge	\$4,800
Molecular biology kits (DNA extraction, PCR, PCR clean up)	\$4,500
Micropipettes (p10, p1000)	\$2,500
Curriculum Development (Sub pay for teacher release time)	\$1,300
Publication Fees (Brochures, Calendar, Book)	\$4,100
Transportation to field sites	\$1,100
Conferences (Registration for students and teachers, Transportation)	\$2,600
Photography (Digital video camera, microphones, digital cameras)	\$5,100
Student editors' salary (for two editors to work over summer 2010)	\$3,000
Director salary	\$5,000
Total Needs	\$34,000

Requested supplies and equipment expenditures, and transportation costs will allow field and laboratory research necessary for project goals. Development expenditures will allow necessary offsite teacher planning time and coordination of community partners. Publication budget is integral component in order to generate meaningful products for the students and the community. Conference attendance will allow dissemination of innovative curriculum and synergy with outside partners.

VI. Personnel

Dr. Jay Vavra, the director of this project was recently awarded the Invitrogen-Genzyme Biotech Educator of the Year, an Amgen Science Teacher Award and Environmental Educator of the Year in San Diego County. Additionally, Dr. Jay Vavra was invited by Edward O. Wilson to join the likes of James Watson and Harold Varmus helping create the *Life on Earth* project. *Life on Earth* is an online textbook which will give students at all educational levels, everywhere in the world, an inexpensive, customizable set of multiple-media, interactive modules covering all topics of biology. Dr. Vavra is the K-12 Content Director for the project.

The San Diego Bay Study High Tech High developed by Dr. Jay Vavra and Tom Fehrenbacher has become a model for environmental education. Dr. Vavra recently moderated the Biodiversity Education Session at the 9th annual meeting of the National Conference for Science and the Environment. The goal of the session was to generate a list of tasks to send on to the incoming Obama Administration, providing the best course of action for biodiversity education in the United States. The Chair of the session was Rachel Muir, distant niece of John Muir and director of Imperiled Species with USGS. Dr. Muir held up the High Tech High San Diego Bay books and said, "This is what biodiversity education should be in America."

VII. Subconsultants

Not applicable.

VIII. Non-Profit Status

See attachment C for 501 (c) 3 letter.

IX Applicant Disclosure

None.

X. Agreement

Not applicable

XI. Conflict of Interest

Not applicable.

XII. Additional Information

See attachment B: letter from Edward O. Wilson.

Attachment A – Project Director Resume

JAY VAVRA, Ph.D.

EDUCATION:

University of Southern California: Ph.D., 1998, Department of Biological Sciences
Stanford University: B.S. with honors, 1987, Department of Biological Sciences

TEACHING EXPERIENCE:

2008 - Assistant Instructor, J. Craig Venter Institute, Genomics Workshop, JCVI, La Jolla, CA
2005 - Lead Teacher, Biotechnical Engineering, Project Lead the Way – Purdue University
2002-Present - Biotechnology Teacher, High Tech High, San Diego
1999-2000 - Assistant Professor, San Diego City College
1998-1999; 2000-2001 - Adjunct Biology Instructor, San Diego City College
1989-2007 – Teaching Assistant, University of Southern California, Dept. of Biological Sciences
1993-1994 – Teaching Assistant, National Science Foundation, McMurdo Station, Antarctica

TEACHING AWARDS, GRANTS:

2009 - San Diego County Science Fair Teacher of the Year
2009 - Environmental Excellence Award, African Bushmeat Expedition, SeaWorld/Busch Gardens
2009 –NSTA - Toyota Tapestry, Science and Literacy Mini-Grant
2009 - National Education Association Christa McAuliffe Teaching Award
2008 - Invitrogen Foundation Grant- African Bushmeat Expedition
2008 – Port of San Diego, Environmental Services Grant
2008 - Invitrogen-Genzyme Biotechnology Educator of the Year
2007 – NSTA- Toyota Tapestry, Science and Literacy Large Grant
2007 – SDGE San Diego County Environmental Educator of the Year
2007 – Port of San Diego, Environmental Services Grant
2007 – Amgen Science Teacher of the Year
2007 - National Sea Grant College Program, U.S. Dept. of Commerce, National Oceanic and Atmospheric Administration Grant #NA04OAR4170038
2006 – National Education Association, Teacher Innovation Grant
2006 - Port of San Diego Grant, Tidelands Activities
2006 - Environmental Excellence Award, Integrated Study of San Diego Bay, SeaWorld/Busch Gardens
2006 - San Diego County Science Fair Teacher of the Year
2005 - Regional Occupational Program, San Diego Unified School District Distinguished Teacher
2004 - What Kids Can Do Grant
1996 - University Teaching Assistant of the Year Award, USC

PUBLICATIONS:

-*San Diego Bay: A Call for Conservation*. 2009, California Sea Grant, in press. Foreword by E.O. Wilson.
-*San Diego Bay: A Story of Exploitation and Restoration*. 2007, California Sea Grant, La Jolla, CA. Foreword by Jane Goodall
-Vavra, J. and O. Ryder, "A class action: DNA barcoding, student scientists and the bushmeat crisis." *ZOOOOZ*, Oct. 2006

PROFESSIONAL EXPERIENCE:

2003-2006 - Curriculum Writing, Biotechnical Engineering, Project Lead the Way

COMMITTEES AND SOCIETIES:

2008 – Moderator, Biodiversity Education Session; National Conference for Science and the Environment
2008-present - K-12 Content Director, *Life on Earth*, E.O. Wilson Web School
2008-present - Educational Taskforce of the Zoological Society of San Diego (7/08-present)

Attachment B – Foreword by E.O. Wilson for *San Diego Bay: A call for conservation*

Edward O. Wilson

If all politics is local, so ultimately is conservation. This superb compendium by the students of the Gary and Jerri-Ann Jacobs High Tech High, *San Diego Bay: A Call for Conservation*, is at every level a testament to that proposition.

The book has the advantage of addressing one of the most beautiful and biologically richest environments in America. From the nearby desert and river to shoreline, bay, and ocean, its diverse fauna and flora are the self-supporting matrix within which the people of San Diego enjoy a high quality of life. Each of the species celebrated in these essays is worthy of a book by itself. Each is ancient—tens of thousands to millions of years old—and exquisitely well adapted to the environment of the Californian and northern Mexican coasts.

This collection of natural history and environment essays has a special importance for science education. It illustrates one point of entry to modern biology that now is opening wide. To an increasing degree environmental biology and biodiversity studies are joining molecular and cell biology in the most important ranks of science. There is no better introduction to them than hands-on field studies, combined with theoretical studies and data analysis.

The celebration and close study of individual species in their natural habitat is also the best way to achieve conservation. People may understand the urgency of preserving the Amazon rainforest or the life of Asian rivers, but nothing approaches the motivation for saving life forms with which you are personally familiar. Their intimately enjoyed beauty and perceived value make them treasures we will not allow to be destroyed.

Attachment C – Reference list

High Tech High, *San Diego Bay: A call for conservation*. La Jolla: California Sea Grant College Program, in press.

High Tech High, *San Diego Bay: A story of exploitation and Restoration*. La Jolla: California Sea Grant College Program, 2007.

Vavra, J. and O. Ryder. "A class action: DNA barcoding, student scientists and the bushmeat crisis." *ZOONOOZ*, Oct. 2006.

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In reply refer to: 0248226241
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BODC: TE

HIGH TECH HIGH
% KAY MCELRATH
2861 WOMBLE RD
SAN DIEGO CA 92106-6025612

023088

Employer Identification Number: 33-0866664
~~Person to Contact: Janet Duncan~~
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of July 23, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in Nov. 1999, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

INTERNAL REVENUE SERVICE
P. O. BOX 2508 -
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **FEB 04 2000.**

HIGH TECH HIGH
C/O GREG MOSER
402 WEST BROADWAY, 23RD FLOOR
SAN DIEGO, CA 92101-3542

Employer Identification Number:
33-0866664
DLN:
17053237014049
Contact Person:
TIMOTHY ZIMMER ID# 31263
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
No
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not

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necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

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If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T. Miller

Steven T. Miller
Director, Exempt Organizations

Enclosure(s):
Addendum