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## **Sacramento New Technology High School**

*“After much research into the options for high school within SCUSD, I chose SNTHS. In today's world students have more competition and more obstacles than ever before when entering college. Being able to set yourself apart from everyone else is just one element to help in furthering your education on to college and into the future.”*

*New Tech Parent*

*“New Tech instills a sense of pride in their students. This works because the students believe in New Tech and the principals of New Tech.”*

*New Tech Parent*

## **Introduction**

For the past twenty years, public school reform efforts and infusing technology into the curriculum have been consistent themes in efforts to improve American educational systems. Yet for the most part, American schools still look the same as they did twenty years ago. *Sacramento New Technology High School* is making major changes within this system and changing the results for many students. Sacramento New Technology High School (SNTHS) represents significant departures in the culture, the pedagogy, the curriculum, and the bureaucracy away from traditional high schools and towards a new paradigm. As a replication of New Technology High School in Napa and a member of a vibrant, nationwide network of 90 schools, SNTHS uses technology as a tool to facilitate a fundamental change in the nature of instruction and learning. SNTHS endeavors to empower students to reach new levels of performance and involvement in school curriculum. In particular, SNTHS reaches out to students that have the ability to be successful in school but are not motivated by traditional curriculums. SNTHS:

- Is a small school of 400 students enrolled in grades 9-12
- Encourages individual interests and responsibility through Project Based Learning
- Accepts students of all levels and graduates students at high levels
- Maintains a one to one ratio of students and computers
- Fosters a business like culture that values learning at high levels
- Embraces diversity
- Prepares all graduates for college and/or living wage careers

New Tech has developed successful relationships with Sacramento City College, the New Technology Network, and the Sacramento City Unified School District that continue to support the progress of the school and its students.

## **School Location**

Sacramento New Technology High School is located at 1400 Dickson St., Sacramento California 95822.

## **A. Educational Program**

### **Sacramento New Technology High School Vision:**

To prepare students to excel in an information and collaboration based, technologically advanced society.

### **Sacramento New Technology High School Mission:**

In addition to the SCUSD Strategic Plan we are committed to:

- Educational reform
- Learning through collaboration with family, business, community and other students
- Using advanced learning methods, technology and a professional environment to stimulate higher levels of learning.
- Creating the relationships and opportunities to consistently provide innovative technology and high quality work and college experiences for high school students.
- Enabling students to become self-motivated, competent, and lifelong learners who will have a positive impact upon their workplace and society.

### **Targeted School Populations**

New Tech is committed to recruiting students from the Freeport Manor neighborhood, students who ethnically and socioeconomically mirror the city of Sacramento and students who would benefit from the extra support and the community of a small innovative high school. New Tech as a Charter School takes all students and works to bring out of district students to the school as well as serving students who reside in the Sacramento Unified School District.

New Tech uses a variety of recruitment strategies and continuously recruits during the school year as long as spaces are available to students. All middle schools and K-8s are visited on a rotational basis during their lunch times, at their recruitment events, and via their 8<sup>th</sup> grade classrooms. Parents are targeted via our current parent population: we ask all parents to share their experience with the parents of potential students. New Tech participates in all district sponsored recruitment events as well as many other outreach opportunities, for example, Race for the Arts, tables and booths at various fairs.

New Tech struggles with its location and with the severe cuts and cost increases in public transportation. We are currently targeting the cities Asian populations via our outreach, but continue to have low enrollment with this group of students.

### **Attendance/School Calendar**

New Tech serves 9<sup>th</sup> – 12<sup>th</sup> grade students and all students at New Tech are informed of the expectation of 95% attendance. Students begin their year in August and finish their first semester of work in December. The first semester is 87 or 88 days and we attempt to set our calendar so that there is at least one week of our school prior to the beginning of classes at Los

Rios Community Colleges. Second semester begins the day after the MLK holiday and ends 87 or 88 days later. Students at New Tech have a calendar year comprised of 175 days.

Our school day begins at 7:45 and ends at 3:29 Tuesday through Thursday. On Mondays students begin school at 9:15 and are released at 3:29 (Monday mornings are New Tech's CPT). (See Appendix E)

### **How Does Learning Best Occur?**

There is no single methodology or situation that can be presented as the best means by which learning occurs. Individuals learn in a variety of fashions. SNTHS believes the primary response to this question, for students in the SNTHS program, is that learning best occurs when the following conditions are present:

- Student interest is stimulated by challenging and interesting *real* world problems
- Students are encouraged to seek solutions and answers and apply them to real world situations rather than memorize ideas, concepts or facts
- The relationship between student and teacher is based on trust, mutual respect and facilitation of problem solving
- The relationship between students is one of mutual support and cooperation to reach common goals rather than simply friendship or competition
- Individual content strand objectives or standards are woven into projects that combine learning across disciplines. Skills or ideas are not taught as isolated single visit concepts but rather as a sequence of knowledge that builds to greater understanding and depth—what is learned in one unit is applied in subsequent units or projects
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself
- There is a close tie between current coursework and future goals
- The environment is supportive, caring, and safe
- Students are challenged to think beyond textbooks

Curriculum at New Tech is created by the classroom teachers and is in the form of projects. We begin with standards students should know and the skills they must possess and design a provocative problem that would foster the learning of the standards and the skills. An Entry Event is created to introduce the project, scaffolding is planned, and a rubric is created. All projects must meet the 6 A's: it must be authentic, possess academic rigor, be applied, require active exploration and learning, have adult connections, and must possess a plan for assessment that encompasses presentation, feedback and reflection. (See Appendix E)

Students at New Tech work in project teams, devise a contract to govern their work complete with norms, timelines, and consequences. Students are required to log their time on daily agendas or work logs as a means of learning how to manage time and resources.

Within each project students attend "workshops" that can be either mandatory or requested. Mandatory workshops are those for which the teacher has determined all students have a need—this is usually as a course of some form of formative assessment. These workshops also encompass the key components of the curriculum required for the project and for which

students will be tested. Voluntary workshops are those requested by students to fill “gaps” they identify and that the student determines will assist them with the project problem.

Over the course of a project, students have time for research, workshops, team time, project construction time, as well as opportunities for Critical Friends on their work and presentation preparation time. All projects involve a presentation and students must defend their learning in front of a panel of adults. Optimally this panel of adults include outside clients for whom the project solves or resolves a problem. Each project and presentation are graded according to very detailed rubrics. (see Appendix F)

### **Parents as Partners in Learning**

Parents at New Tech are a key element of the community. Parents are asked to commit 40 hours of service to the school and are directed to key behaviors that support student success. Parents are asked to be present for all evening presentations, all meetings concerning their child, Back to School and Open House and may visit their child at any time. Parents who have students who are struggling are asked to attend classes with their child. Parents earn hours for emailing and communicating with teachers, serving on Project Panels, and working with their student or groups of students on projects. Parents whose work hours make it difficult to come during the day may attend afternoon workshops offered by the counseling office or evening student/parent college/career workshops held by grade level each semester.

It is an expectation that parents will assist their child in all ways. We have found the most powerful way to assist parents in parenting their child is through one on one meetings that may occur in several different ways: with the Principal, with the Counseling Office Staff, and with teachers and sometimes all of us. We approach our partnership with parents from a point of collaboration—if we ask for something we must do something as well. The parents of students are notified of posted assignments via our platform ECHO and they will immediately know if their child has missed a deliverable (homework). Parents and teachers regularly communicate via email.

Through these action teams New Tech fully intends to involve parents in maintaining a viable vision for the school, maintaining their input for plans for school-wide change, and be actively involved in an adult culture of trust, respect, and responsibility and which supports parental participation in monitoring and ensuring progress for student achievement.

### **Parent Involvement Policy**

From research studies to date, we understand that:

- Families provide the primary educational environment for our students and we must work together in partnership to maximize each student's learning.
- Parent involvement in their children's education improves student achievement.
- Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
- The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.

- Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
- Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
- We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

New Tech supports strong comprehensive parent involvement in order to foster student performance. New Tech strives to build strong linkages with and respond to the needs of the communities. We know that students who have parents who help them at home and stay in touch with the school do better academically. New Tech supports long-term comprehensive parent involvement in schools to foster consistent high levels of student success.

To this end, New Tech works with the parents to create and develop many opportunities for parent involvement:

- Membership on the Charter Advisory Board (CAD)
- Membership on the Parent Teacher Organization (PTSA)
- Volunteer opportunities—project panels, evening presentations, fieldtrips, Career Conversations
- Fundraising
- Community outreach and recruitment
- Marketing

### **What it means to be an Educated Person in the 21<sup>st</sup> Century**

SNTHS seeks students from the Sacramento Community. Students at New Tech will acquire the skills to survive, be competitive and prosper in the 21<sup>st</sup> century. In particular, the SNTHS vision and mission set forth a view of students that:

- Not only learn the California Content Standards, the Common Core Standards, but possess the skills to apply them to real world or career situations.
- Excel at collaborating with others rather than working in isolation.
- Possess technological proficiency, not as an isolated field of expertise, but as an integrated set of tools for communicating and expressing ideas and information.
- Understand the power of diversity and welcome differing cultures, viewpoints and customs.
- Possess personal skills and values that will contribute to lifelong learning and work place success.
- Understand the necessity and reward of being active and contributing members of their community.
- Have learned to set goals and work successfully towards meeting them.
- Have developed a value system and global view that frames their actions for their entire life.

### **Student Profile:**

SNTHS markets itself with the intention of recruiting high school students of a diverse nature. Some characteristics of the students SNTHS seeks include students who are:

- Looking for individualized attention/ learning plan
- Feeling lost in shuffle of bigger schools
- Seeking challenge/ different path toward their goals
- Seeking “relevance”
- Can sometimes be characterized as “underachievers”
- Students who may not see themselves as “college” material or who may be the first in their families to attend college

### **The Curriculum:**

SNTHS is a small high school where students feel more connected to teachers and less alienated from each other. They feel valued within the school structure and culture and are encouraged to have a voice in the decisions of the school. There is evidence small schools are even more critical for underachieving or disadvantaged youth (source, Bill and Melinda Gates Foundation, [www.gatesfoundation.org](http://www.gatesfoundation.org)) and New Tech actively pursues these students.

Students undergo a series of team-taught, cored classes that are grounded in Project Based Learning with technology as the primary tool. At all times, the educational setting reflects a collaborative business environment more than a traditional educational environment. There are no class bells and relationships between staff and students are more of facilitator to mentee than that of a traditional teacher to student. A different relationship exists; one predicated on a higher level of trust and respect than typically found in most schools. Students are empowered to take responsibility for their own learning as well as the culture of the school. Teachers are equally empowered as they create the project based and problem based curriculum for the students.

SNTHS is committed to individualizing the educational process as thoroughly as possible. Each student creates, with the assistance of their Advisor, their own Individualized Learning Plan (ILP). This plan is reviewed on a semester basis and will outline the exact steps a student needs to take to reach his or her educational goals. The plan will include values clarification information, short and long term educational goals, career plans and focus on developing pathways to post high school careers or education. For students with special needs, the ILP will not replace an IEP, but serve to enhance the student's vision beyond high school graduation. Accommodations for students that are behind, that are v cx, or that have 504 status and that need interventions for other reasons may be included in the plan.

A significant core belief of SNTHS is that students have varied needs. A key component of the ILP will be the concept of customized paths to graduation. Part of the ILP will be to take these needs into account to provide the best course of study for each student. In conjunction with the ILP, students will receive individual guidance from the Counselor as needed. The ILP will focus students on meeting the higher graduation standards of the school and on their post-graduation plans. Each semester every student's progress toward graduation is reviewed.



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## **English Language Learners**

New Tech follows the specific legal procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the English Learner Advisory Committee; the annual evaluation of English learner programs; and the use of state and federal funds for English Language Learner programs and services.

### **Home Language/CELDT/Reclassification**

The California English Language Development Test (CELDT) is used to create and modify differentiated instruction programs for English Learners. Students are assessed annually, following SCUSD support and guidelines, as well as by classroom teachers within each project. Students' progress is measured annually through CELDT testing and reclassification is done when students meet English proficiency. New Tech notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the district office.

To support English Language Learners, New Tech:

- Secures each student's Home Language Survey
- Assesses students daily, within each project and annually via CELDT;
- Reclassifies ELL students when they achieve English proficiency;
- Provides high quality professional development in ELL strategies for teachers;
- Fosters parent and community involvement to support ELL developments;
- Notifies parents of their student's progress (Daily available on ECHO, regular progress reports, meetings, and report cards)

### **English Learner Instructional**

It is the aim at New Tech to guide student progress through deliberate action, assess proficiency or the path to proficiency daily, and to move students to academic proficiency by graduation.

Teachers work together in their classroom partnerships and with parents to provide appropriate instruction for these students. The school supports these efforts through training in English Language Development for teachers and the translation of school documents and meetings for parents. Our English Language Learner parents are encouraged and do seek regular assistance with translation services offered by our office staff. We provide instruction to support English Language Learners in developing the skills needed to meet state standards. All teachers at New Tech possess the appropriate CLAD, BCLAD, or SDAIE certification as required by SCUSD. Teachers with CLAD, BCLAD, and/or SDAIE certifications share additional strategies for teaching EL students and can assist with adapting class materials for English Language instruction.

In that we are small, we are creative in our problem solving around student learning. New Tech, as a school, operates from the perspective of "every student by name". This is especially true of our English Language Learners. New Techs' system of Project Based Learning offers almost continuous opportunities to hear, speak, read and write in English. By it's very nature a PBL

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environment encourages and requires students to engage with listening, reading, writing and speaking. The school environment supports the English Language students through the use of multiple modalities for instruction. It offers opportunities for students to see visually the content of the lesson, speak about it immediately, make sense of it with their peers and to work in a “hands on” fashion within the scope of their projects. Each EL student has a specific written plan of English language support, which is developed by the teacher team, the administrator, the student and the parents.

Within the scope of Project Based Learning or PBL students experience can vary based on their previous knowledge. In the initial stage of a project students are asked to question the entry document and to engage in a “Know and Need to Know” strategy that provides the teacher with the needed information to guide student learning and encourages students to use language—to question and identify those areas of need. These almost always include vocabulary and needs of language acquisition. Workshops are used by teachers –these are small group sessions built around developing skills, working with content as well as working on identified needs by students. Workshops occur in several ways; one teacher to twenty students, one teacher to eight students, or one on one. Students, who we have identified with a need, are required to attend workshops intended to address the need. This assists us in ensuring that we are able to address the individual needs of our students, especially our English Language students. Teachers use formative and summative assessment to determine what students have learned after each workshop especially focusing on our English Language Learners. Students who have not mastered the material are immediately addressed in an additional smaller group re-teaching session. EL students are provided additional workshops to address their special needs around language acquisition with special emphasis on the academic language demanded by the project.

To support English Language Learners in each classroom the following strategies are employed either within workshops or within the re-teach sessions:

- Identifying Similarities/Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice aimed at supporting skill development and project development
- Non-Linguistic Representation
- Portfolio work—used for setting goals and providing evidence and feedback
- Generating and testing Hypotheses
- Cues, Questions, and Advanced Organizers
- Use of Cooperative/Collaborative Groups

In addition to the above strategies New Tech is focused on making thinking visible: we are working to build reading and comprehensions skills through the constant use of verbal activities focused on the use of academic language. The following are the thinking routines used in classes:

- Introducing and Exploring Ideas
  - *I See-I Think-I Wonder*: emphasizes verbal language through observation and questioning
  - *Zoom In*: Observe a visual, hypothesize, interpret—repeated until all information is revealed
  - *Chalk Talk*: is a “silent” conversation between students in reaction to prompts



- *3-2-1 Bridge*: students generate 3 questions, 2 questions, and 1 metaphor descriptor
- *The Explanation*: requires students to name a feature or aspect, explain it, and give reasons for it
- Routines for Synthesizing and Organizing Ideas
  - *Headlines*: used to all students to reflect and synthesize thinking
  - *Connect-Extend-Challenge*: Connecting new learning to previous knowledge, making the connections, extending to new knowledge, and identifying challenges
  - *The 4 C's*: Text based discussions based on Connections, Challenges, Concepts, and Changes
  - I used to think...Now I think: Reflections (either oral or written) using starters
- Routines for Digging Deeper into Ideas
  - *What Makes You Say That?*: students practice, almost daily, each others thinking in the form of “what makes you say that?”
  - *Circle of Viewpoints*: focuses on perspective identification and perspective taking
  - *Sentence-Phrase-Word*: students read, pull one meaningful sentence from the text that captures the idea, a phrase that moved/provoked them, and a word they deem as “powerful”
  - *Claim-Support-Question*: After an investigation students make a claim, identify support for their claim, and raise a question related to their claim
- Creating a Place Where Thinking is Valued, Visible, and Actively Promoted
  - *Reflection*: done orally or in written form, students reflect on their learning, their thinking and their outcomes

New Tech has implemented strategies commonly seen in SDAIE classrooms for all students with heavy emphasis on vocabulary acquisition (academic vocabulary), academic literacy, academic thinking as well as writing. We believe that the strategies that create success in our EL students are also good for all of our students.

New Tech has the following goals for its English Language Learners:

- Each English Language Learner will advance one level as measured by the CELDT, beginning with speaking, and then listening, reading and writing—in that order.
- Our advanced level students will be re-designated within one year of attending New Tech.
- All four year English Language Learners at New Tech will have advanced to re-designation by graduation.

### **Evaluation of the EL Program**

EL students are assessed within each project, their grades are continuously monitored in our ECHO, and data from Zangle is used quarterly to position us to adapt to student needs. Teachers use of rubrics is critical in this process as student growth over time can be assessed especially with respect to student writing. All projects have an oral presentation and it is from project to project that oral language is assessed. Reading is assessed through fluency and comprehension testing over the course of the year to ensure that the proper growth is taking place. The above strategies of evaluation guide our course during the year and ensure that the

strategies we use for EL students are functioning for them in the “now.” We feel it is important that our EL program be fluid enough to address the needs of the student, English Language Acquisition and Academic Achievement, as quickly as possible. Data collected from these assessments are used to focus/re-focus our efforts.

### **Project Based Learning:**

**“Human beings learn best from experience. It is in our nature. PBL gives you a chance to learn all the things you could in a standard classroom and more because you experience and apply what you know to real situations. Plus, it’s just a lot more fun than listening to someone lecture for hours.”**

The major vehicle of instruction at New Tech is Project Based Learning (PBL). The primacy of PBL as the vehicle for instruction is based on a firm conviction that students learn better when they see the relevance of skills/ content. This is backed by a variety of research that demonstrates students retain knowledge better, gain deeper knowledge, show better test scores, and are more highly motivated when engaged in PBL than in traditional instruction (source, George Lucas Educational Foundation, [www.gleef.org](http://www.gleef.org))

PBL is a curricular approach that presents curricular objectives as a search for relevant or useful knowledge or skills. It is a real world, hands on approach to solving problems: first learning and then applying subject matter content. Rather than rote assignments from texts, quizzes and tests, students are issued challenging questions or problems to solve in which they must then apply the concepts they have learned. California academic content standards and the Common Core Standards form the basis for the major requirements or components of the projects and are reflected in the rubrics students use to guide the construction and quality of their final project. Each project also reflects the Six Learning Outcomes and the 16 Habits of Mind(see Appendix A). All projects are created by the team of teachers for the classroom and are vetted through a “Critical Friends” process for depth, standards alignment, authenticity, scaffolding and rigor.

Units of PBL instruction at SNTHS will consist of the following:

- A challenge or problem assignment based upon California Academic Content Standards and or Common Core Standards
- A selection of resources, experts and necessary skills
- Scaffolding to assist students accessing content and learning skills (to include strategies for IEP students and EL students as well as Literacy strategies for all students)
- Public demonstration of solutions or products
- Performance Based Assessment by teacher, student, peers and guests using a system of Standards Based Rubrics
- Self-assessment of themselves, their process and their product

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**New Technology High School Learning System:**

The PBL environment is presented and reinforced through the New Technology Network Learning System which utilizes their customized online Learning platform “Echo”. Students and teachers make use of web-based lessons and resources as well as e-mail as a means of communication. Most importantly, online databases, grade books, and discussion forums allow students personal control and input into the development of their projects. Parents also have access to this information via the online gradebook and project briefcases. Finally, a professional digital portfolio allows students to store their projects and writings as well as demonstrate their personal growth and fulfillment of the school’s Six Learning Outcomes (Expected School-Wide Learning Results—see [Appendix A](#)). This portfolio becomes a virtual resume for graduating seniors, who must present their portfolio to the staff and the community as part of the “graduation by exhibition” requirement of the school.

**Schedule:**

A key component of the New Tech model is a 4 x 8 x 4 block schedule. This schedule, adopted in 2005-2006, allows students to take 85 credits per year, facilitates juniors and senior students time for college coursework, job shadowing and internships as well as for support coursework for students in need of remediation. In addition, New Tech aligns its calendar with Los Rios Community College. Students return to school approximately 2 weeks prior to beginning their SCC college coursework and experience final exams for both high school and college in the same weeks.

Time is banked to allow for this Monday morning Collaborative Common Planning time for the staff which allows for common planning, curriculum meetings, or “critical friends” exercises to try out new project ideas and to review student work at weekly Monday morning meetings. Students attend double block classes with 75 minute classes on Mondays and 97 minute classes on Tuesday through Thursday. On all days students will attend advisory classes totaling 2.5 hours each week. The sum total of instructional minutes will meet or exceed state Ed Code requirements.

Minimum days are used as follows: one each quarter to allow for teachers to submit grades; one each semester just prior to Final Exams for teacher preparation for those exams and four each semester for the administration of exams. Additionally four ½ days, one each quarter, are used for staff development. See Appendix B

Classes at New Tech are taught collaborative whenever possible and the curriculum (projects) for classes is teacher designed. Staffing at SNTHS will be at the ratio of 25 students to each teacher. The ratio for juniors and seniors is also 25:1. However, internships and participation in community college classes requires fewer staff to maintain this ratio at these grades.

**Advisory:**

A critical component of the culture of SNTHS is the advisory period. The advisory is designed to assist students academically, to serve as a means for them to connect meaningfully with at least one staff member and a small group of students, to develop an ongoing ILP. The advisor serves as the “connection” to the school to insure no student is left behind. It is in the advisory that students will work together to solve problems of behavior or school culture, will fully develop

their ILP and their Professional Portfolio. Advisories will also share in the investigation of careers and college experiences.

The school's Vision for Advisory is to help students create a vision of their future and develop a skill set to support choices and the fortitude to achieve their goals.

The schools Mission for Advisory is to help students to be able to ...

1. Make informed decisions.
2. Research and know what opportunities are available to them.
3. Know, understand, and participate in healthy relationships.
4. See the value of being an active participant in a community.
5. Achieve the SNTHS Six Academic Learning Outcomes
6. Build skills that will support success in life.
7. Develop the "16 Habits of Mind"
8. Have a successful high school experience.
9. Be resilient, reflective and adaptive.
10. Exercise their voice.

Advisory is thematically organized by grade level:

- 9<sup>th</sup> Transitions to High School
- 10<sup>th</sup> Career and College Exploration
- 11<sup>th</sup> Career and College Selection
- 12<sup>th</sup> Transition to Life

Each grade level focuses on developing four of the sixteen Habits of Mind and reads four novels based in those Habits. Students use a web access program, Kuder.com and a specialized curriculum, Job Journey to assist students in resume writing, interviewing and other related job experiences.

### **Skills Recovery: Pebble Creek Laboratories**

SNTHS accepts students of all academic levels. This necessitates a strong skills recovery component for students that are below grade level. Students in need of additional help and or exposure participate in our PowerSkills R class, our Academic Lab class and other school interventions during and after the school day. These classes are offered as staffing and budget allows. All students enrolled in Algebra I receive remediation and extra support within the extended time given in the Algebra I PBL course. Students meet five times per week, 75 minutes on Mondays and 97 minutes Tuesday through Friday. Skills recovery is also built into student's regular coursework through the careful scaffolding done throughout each project.

### **Course Offerings:**

SNTHS is committed to offering a challenging, college preparatory curriculum that engages and meets student needs. It is also committed to offering skills recovery courses to those students

that need assistance attaining proficiency as budget allows. As a member of the New Technology Foundation Network utilizing the NTHS Learning System, SNTHS offers informally titled two period academic core courses that pair teachers into teaching teams (i.e., the informal title World Studies is a two teacher team taught class that includes credit for World History and English 10). Within these teamed courses SNTHS offers a selection of class sections that fulfill University A-G requirements, including but not limited too:

English	Math	Science	Social Science	Other/Elective
English 9 P	Algebra I P		Contemporary Issues/Geography P	PE
English 10 P	Geometry P	Biology P	World History P	
English 11 P	Algebra II P	Chemistry P	US History P	Digital Media P
English 12 P	Pre-Calculus	Physics P	US Government/Economics P	Spanish I,II,III,IV Web Design P Leadership Yearbook PowerSkills R Academic Lab Senior Project

Sacramento New Technology High School offers all students access to our Design Pathway. Students in the pathway are required to take 6 courses at New Tech in addition to one capstone course at College. The courses offered are as follows:

- Visual Communications
- Illustrator
- Web Design
- Advanced Digital Media
- Motion Graphics
- Portfolio

SNTHS reserves the right to modify, add to or delete these courses in order to serve their students more effectively, share common elements of instruction with other New Technology Foundation partnership schools and comply with state and university requirements.

### Special Education

Special Education students are admitted through cooperation between SCUSD and the administration of SNTHS. All incoming IEP students have a meeting during which the IEP is revisited by the SpEd teacher who assists in determining how to best implement the IEP in our collaborative system. All IEPs are housed on our platform ECHO and are available for teachers at all times are used to scaffold projects and assignments for students.

The Sacramento City Unified School District functions as our local educational agency for purposes of providing special education services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a). Students referred for Special Education services are assessed by district personnel (School Psychologist, Nurse, Speech and Resource Teacher) and all of our IEPs are kept current and accurate on SEIS.

New Tech is fully responsible for Special Education compliance under state and federal law. Sacramento City Unified School District has the responsibility for the oversight or provision of all Special Education students and New Tech budgets dollars each year to cover the costs of serving its SpEd population. New Tech pledges full compliance with the IDEA and Education Code provisions regarding special education. New Tech has one full time special education teacher who serves the site. All other services are provided by the school district in collaboration with the site. Within each project there are planned accommodations for our EL students and SpEd students. SpEd IEPs are accessible to all teachers at all times via our online platform, ECHO. Classroom teachers collaborate with our SpEd teacher about student work and performance with the SpEd teacher working with students about their performance via their weekly appointment and through a continuum of services. All students at New Tech have access to grade-level core curriculum.

EL students CELDT information is available to teachers via district Zangle and is used to inform instruction. All teachers are using a variety of literacy strategies with students and our focus in all classes involves the development of academic language and academic thinking with a focus on our SpEd and EL students.

There are specific rules for suspending or disciplining a student with disabilities. A student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. When a student with disabilities is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the student's placement, the district must provide a free appropriate educational program for all SpEd children.

### ***Section 504 /ADA***

Accommodation plans are housed in Echo and are available for all teachers as needed. New Tech recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the school.

New Tech is solely responsible for its compliance with Section 504 and the ADA. Our facility is accessible for all students with disabilities in accordance with the ADA. Section 504 is the responsibility of the general education program and administration. The Counseling Office and the Principal's designee are the primary 504 coordinators and 504 plans are developed by the coordinators, the current teachers of the student and the parents. The 504 team meets and reviews the student's existing records, including academic, social and behavioral records and in conjunction with the parent and the student, makes a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team and an evaluation is done to determine 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



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activities. The 504 team may consider the following information in its evaluation: the student's previous academic achievement, CST scores, CELDT scores, current academic achievement, and current behavior.

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 is shared with the parent or guardian of the student in their primary language. Parents are provided with the procedural safeguards available to them at the time of the meeting. The 504 team makes its recommendations for accommodations and modifications to assist with the disability in the classrooms. If during the evaluation/plan period, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team. It is the aim of this process to ensure that each student receives a free and appropriate public education ("FAPE"). The parent or guardian is always invited to participate in 504 team meetings especially where program modifications for the student will be determined. It is the commitment of the school that parents be an equal participant in these meetings if at all possible.

The 504 Team will review each 504 students plan at least once per year to determine the appropriateness of the Plan, continued eligibility or for readiness to discontinue the 504 Plan. New Tech complies with all SCUSD District policies and forms for 504 students.

SNTHS will also provide appropriate service for ELL students. All Teachers teaching in the English and History classes are CLAD certified and provide appropriate direct instruction to ELL students within the PBL curriculum. As part of our process, all teachers of ELL students will be required to know the specific data about each student (i.e., CELDT, grades, primary language) as well as specific interventions and direct instruction strategies that are appropriate. Whenever possible, students will be linked with other speakers of the same language for additional peer support.

SNTHS participates in the National School Lunch program in full partnership with SCUSD. The school works in partnership with the District to ensure full compliance with applicable state and federal mandates.

#### **Staff Development:**

**"The biggest difference between SNTHS and other high schools, I think, is that the teachers have been specially trained to implement the technology into useful methods that encourage students to look at situations from all angles and conjure their own opinions."**

Staff at SNTHS have undergone intensive training in PBL and the New Tech Model. As part of the New Technology Foundation Network, new staff members undergo a week of training each summer in addition to short visits and training throughout the school year. An essential component of the ongoing development and culture of continuous learning is the "Critical Friends" model of weekly staff meetings where a project is shared and suggestions for refinement are offered by the staff prior to being used with students, Critical Friends is also used post project as a vehicle for assisting student work against the state standards. Four staff development days are used to improve workshop instruction: the staff has received instruction

in Multiple Intelligence Theory and Practices, Inductive Methods of Instruction, Academic Literacy, Data Inquiry, and Webb's Depth of Knowledge.

## **B. Measurable Student Outcomes**

Sacramento New Technology High School Students will achieve the following outcomes:

- Proficiency in the school's Learning Outcomes (see Appendix A) and the ability to apply knowledge in real world contexts within the curriculum.
- The ability to conduct research, identify opportunities and problems, and implement solutions as part of the project based curriculum. Students will be expected to document these skills within their Digital portfolio.
- Complete a major independent project involving at least 40 hours and that demonstrates real-world proficiency (Senior Project).
- To achieve Mastery of California academic content standards in the four core academic subjects as measured by CST and academic grades.
- To achieve basic proficiency in a foreign language
- Students will demonstrate, and document within their portfolio, mastery of technological and academic skills in a real world application by successfully completing a one-semester internship in a field or cause related to their career and or personal interests.
- 90 percent of students will pass CAHSEE.
- 90 percent re-designation of ELL students
- The school will meet or surpass API and AYP goals set by state.

## **C. Methods to Assess Pupil Progress towards Meeting Outcomes**

SNTHS is committed to high levels of student achievement. All state mandated testing is administered and utilized as a means of checking for progress (see attached Assessment Chart). Additionally, interim assessments, portfolios, exhibitions will be utilized to monitor student progress.

Upon entering SNTHS, CST scores and other available assessments are scrutinized to set goals for each student. The Individualized Learning Plan will indicate any accommodations necessary as well as the necessity of after school or extra support classes. Progress toward meeting pupil outcomes will be measured in the following ways:

- Technological proficiency is measured by students achieving list of established skill levels in critical software.
- The portfolio of work is evaluated by staff on an ongoing basis through rubrics as part of the NTHS Learning System. Rubrics are based upon Expected School-wide Learning Outcomes (ESLRs) and California academic content standards. Each year each student will perform an exhibition of their portfolio demonstrating their growth, competencies and significant projects. Senior Project exhibitions to faculty and students will be part of the requirements and process for graduation.
- Students will demonstrate academic proficiency by passing courses as well as attaining proficient or higher scores on the California Standards test, or other state assessment that may be mandated.

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- Students will complete and present a summation of their internship project(s) and the project will be assessed by a rubric applied by their internship supervisor and their school advisor.
  - Students passing CAHSEE will be awarded a Certificate of Initial Mastery, allowing them to pursue classes at the community college and internships.

**For more information regarding assessment at SNTHS, please see Attachment 2.**

#### **D. Governance Structure of School**

SNTHS is a "dependent" charter of the Sacramento City Unified School District. As a dependent charter, the school functions as a legal arm of the district. Ultimate control over the school rests with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the district will validate the schools governing structure's decisions over key elements of the school's operations and policies, including the following:

- Approval of the school's annual budget.
- Evaluation of the performance of the school's principal and the power to recommend dismissal of the principal to the District Governing Board in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations.
- Review of the school's curriculum, instructional methods/strategies, and instructional calendar provided these are reasonably aligned with state-mandated academic content standards.
- Selection of student assessment practices beyond those mandated by applicable state law.
- Participation in the selection, hiring, evaluation and retention of all staff.

SNTHS' governing structure will be known as its Site Advisory Board. The Site Advisory Board's composition will include the principal, teachers, students and other staff, parents and may also include community members. The Advisory Board has developed a set of comprehensive, written bylaws that document the Board's composition, terms of office, officers, committees and meeting and decision making procedures (See Appendix B). The Site Advisory Board will also develop the above-referenced policies in consultation with the school's principal. These policies will continue to clarify and define the specific roles and responsibilities of the principal, the governance team and other school staff and stakeholders. The Site Advisory Board has Bylaws and will submit to the Board any changes to the Board for approval. The district governing board agrees to review and approve all reasonable policies in a timely fashion. Upon approval, such policies will be deemed a material revision of the charter.

The Advisory Board shall have no more than nineteen members and no less than nine. The minimum would include one classified employee, one student representative from each class, one community member, one certificated employee, one parent, and the Principal. The maximum would include two classified employees, two student representatives from each class (one of the eight students must be one of the elected student body presidents to serve concurrent with their term in student government), two community members, two certificated employees, four parents, and the Principal. All members shall be elected by a direct election of their peers.

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**Student Voice:**

**“New Tech gives its students a little more trust than a normal high school does. This trust makes the atmosphere of the school a little friendlier. It also gives the students the ability to do what they need to do without asking the teacher if it is OK. This is an important part of New Tech.”**

Students are empowered to a high extent at SNTHS. Student Leadership has written a student constitution. This constitution determines the process for the students to exercise their voice at the site level. The students have input on the daily procedures and decision making of the school as well as areas of concern such as clothing, discipline and school culture/environment via the Principal's Advisory. All students are assigned to an Advisory and they elect a representative to serve on the Principal's Advisory. Representatives from the school student Leadership serve on the Site Advisory Board as well as the District Student Advisory Council.

SNTHS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender or disability.

**E. Employee Qualifications**

SNTHS will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and who meet the qualifications for Highly Qualified Teacher under the guidelines of No Child Left Behind. These teachers will teach the core academic classes of mathematics, language arts, science, history/social studies and will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. All teachers hired at New Tech must possess BCLAD or CLAD certification. All teachers hired at New Tech should be PBL trained or willing to seek the required training for employment at New Technology High School.

Credentialed teachers will also teach non-core or non-college preparatory classes as allowed by California Charter Law provisions. Non-core, non-college preparatory classes that are not already approved by the district must be approved by the district governing board.

SNTHS has sought administrative and operational staff that have demonstrative experience or expertise in the issues and work tasks required of them and have provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff are experienced district employees whose expertise is appropriate for their position within the school

Key positions at SNTHS include the following teachers and staff:

Core subject areas: English, math, history, science, design

Other subject areas: Electives and PE, Counselor,

Staff: Principal, Custodian, Office Manager, Registrar, and Internship Coordinator

Non-negotiable conditions of work for SNTHS teachers include that core area teachers be willing to teach on a two-teacher collaborative team as well as facilitate a student Advisory. For all positions at SNTHS, all applicable requirements of employment under the law will be met.

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## **F. Health and Safety Procedures**

SNTHS has adopted and implemented a comprehensive set of health, safety, and management policies in accordance with the accepted policies of the Sacramento City Unified School District. These policies at a minimum include the following procedures:

- A requirement that all enrolling students and staff provide records documenting State required immunizations.
- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes
- Training for staff and students relating to preventing contact with blood borne pathogens
- Requiring instructional and administrative staff to receive training in emergency response, including appropriate “first responder” training or equivalent
- Identification of the specific staff who will be trained in the administration of prescription drugs and other medicines
- A policy that the school will be certified as safe by the Fire Marshall
- A policy establishing that the school functions as a drug, alcohol, and tobacco free zone
- A requirement that each employee submit to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237
- Finger printing of all volunteers not working under the constant supervision of an employee of the school.
- All vendors will furnish fingerprint documentation per Ed Code Section 45125.1
- Faculty and students will be examined for tuberculosis as required by law. Screening for vision, hearing, and scoliosis will be conducted through district services.

These policies have been be incorporated into the school's student and staff handbooks and will be reviewed on a yearly basis in staff development and policy discussions. (Appendix G)

## **G. Means to Achieve Racial/ Ethnic Balance Reflective of District**

SNTHS has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the district.
- Outreach meetings in several areas in the district to reach prospective students and parents.

- Lunchtime outreach efforts at all Middle Schools, K-8s and parochial schools
- Attend and recruit at all Open Enrollment Fairs

New Tech's current enrollment reflects the success of these efforts:

Ethnicity	# of Students	Percent of Population
American Indian or Alaska Native	3	1%
Asian Indian	3	1%
Black or African American	54	19%
Chinese	4	1%
Filipino	2	1%
Hawaiian	1	0%
Hispanic or Latino	140	49%
Hmong	1	0%
Laotian	3	1%
Other Asian	5	2%
Other Pacific Islander	2	1%
Vietnamese	2	1%
White	68	24%

## H. Admission Requirements

SNTHS is and shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability. Subject only to capacity, admission to SNTHS shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian within the state. Subject only to capacity, SNTHS shall admit all pupils who wish to attend the school. If the number of pupils who wish to attend SNTHS exceeds the school's capacity, attendance, except for the existing pupils of the school, shall be determined by a public random drawing or SCUSD Open Enrollment Procedures. Preference in the drawing will be granted to:

- Students who reside within the small area bounded by 35<sup>th</sup> Avenue to the North, Belleau Wood to the West, Freeport Boulevard to the East, and 43<sup>rd</sup> Avenue to the South
- Siblings of current students
- Children of staff and site board members
- District "residents"

Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student related policies. The school established an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. (See Appendix The school may fill openings available after this process using either a waiting list or other non-discriminatory process.



There are no admission criteria for SNTHS. Rather, students and parents are strongly urged to carefully consider the nature of the program and the rigor of the curriculum prior to applying. Upon admission, parents, students, and staff will complete the initial Individualized Learning Plan and also sign the School-Student-Parent Compact. Failure to complete the ILP and sign the compact will result in that student losing their spot. The compact will delineate the responsibilities of the school, student and parent. Parents will be encouraged to provide 40 hours of volunteer time at the school per year.

SNTHS will not have organized athletic teams, a music program, or other traditional extra-curricular activities after school. Every attempt will be made to ensure that students wishing to attend SNTHS may also participate in extracurricular activities at their school of residence.

### **I. Financial/Programmatic Audit**

The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process.

### **J. Pupil Suspension and Expulsion**

SNTHS follows the student suspension and expulsion policies of the Sacramento City Unified School District. The school has developed its own school-specific student discipline policies and follows such policies in alignment with all applicable laws to ensure that students are accorded due process. Students with IEPs are accorded all rights and processes outlined in IDEA. Should any discipline policy not fall within SCUSD Board policy, it shall be subject to approval by the SCUSD School Board and considered a material amendment to the charter.

SNTHS has developed and maintains a comprehensive set of student discipline policies. Student input has been and continues in the process of developing ongoing policies. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, the use of the network and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are a serious disruption to the education process and/or who present a health or safety threat may be suspended for up to ten school days. The school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension and possible release from the school. If the violation of the discipline policies is a serious offense that merits expulsion and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the student may be expelled or offered reinstatement, as appropriate. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs.

### **K. Retirement System**

As employees of the District, the school's staff will participate in the STRS, PERS and Social Security system in the same fashion as other district staff.

#### **L. Attendance Alternatives**

Students who wish not to attend SNTHS may attend public school in accordance with their school district of residence, or pursue an inter-district transfer in accordance with the policies of their school district of residence and county office of education as applicable. Admission to SNTHS shall not be considered an immediate grant of admission to the other schools of SCUSD.

#### **M. Description of Employee Rights**

Sacramento City Unified School District shall be the public school employer of all employees at SNTHS. As such they are protected by all state laws, the bargaining agreement of the district and are subject to the practices guaranteed in the Small High School Dependent Charter Agreement (see attached). As district employees, faculty and staff at SNTHS:

- are part of the collective bargaining unit;
- may resume employment within the district if they leave SNTHS;
- sick/vacation leave carry over;
- continue to earn service credit (tenure) while at the charter school;
- are salaried employees of SCUSD;
- eligible for all SCUSD employee benefits;
- earn tenure per the SCUSD policy;
- are eligible for STRS or PERS per SCUSD policy

#### **N. Dispute Resolution Process, Oversight, Reporting and Renewal Intent**

The intent of this dispute resolution process is to (1) resolve disputes within SNTHS pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

#### **Public Comments**

The staff and governing board members of SNTHS and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

#### **Disputes between the School and the Charter-Granting Agency**

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the staff and governance team and district agree to first frame the issue in written format and refer the issue to the superintendent of the district (or his/her designee) and principal of the school. In the event that the district

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believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The principal and superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the district and principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and district jointly agree to bind themselves. Each party shall bear their own costs in the dispute resolution process.

### **Oversight, Reporting, Revocation, and Renewal**

The district may inspect or observe any part of the school at any time, but shall provide reasonable notice to the principal of the school prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. Inspection, observation, monitoring and oversight activities may not be assigned or subcontracted to a third party by the SCUSD without the mutual consent of the governance team of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governance team of SNTHS in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The district agrees to receive and review an annual performance report prepared by the school. Within two months of the receipt of this annual report, the district will notify the governing board of SNTHS as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the district's conclusions.

The governance team of SNTHS may request from the district governing board a renewal or amendment of the charter at any time during its fourth or fifth year. The school should present renewal requests no later than 120 days prior to the expiration of the charter. The district governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605.

### **O. Labor Relations:**

The Sacramento City Unified School District shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small dependent charter schools (see attached Small Schools Charter Agreement).

**P. School Closure Procedures:**

As a dependent charter school, the assets and liabilities of the charter school shall remain those of the Sacramento City Unified School District. In the event of closure of the school, the assets and liabilities of the school shall remain those of the district and shall be audited through the district's usual and customary audit and property inventory processes.

**Q. Optional Miscellaneous Clauses:**

**Term:**

The term of this charter shall begin on the date of charter approval and will expire five years thereafter.

**Amendments:**

Any amendments to this charter shall be made by the mutual agreement of the governing boards of SNTHS and the district. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

**Severability:**

The terms of this charter 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 shall remain in effect, unless mutually agreed otherwise by the district and governing board of SNTHS. The district and governing board of SNTHS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**Budget:**

The attached budget reflects a proposed 3 year cost assessment for the school based on current cost and probable increases in costs. SNTHS will work proactively with the district to modify the organization of the budget as well as to examine basic presuppositions of the budget in order to access all funding, correct any poor assumptions, and reconcile district fees or expenses.

## **Appendix A**

### **Sacramento New Technology High School Learning Outcomes**

It is our aim that these 6 Learning Outcomes will produce engaged citizens, life-long learners and well-rounded people.

#### ***10% Critical Design Thinking:***

Application of content standard related learning to real world situations allows students to become creative problem solvers and flexible thinkers. Design thinkers creatively produce solutions in predictable and unpredictable situations by improving products with a focus on the end user's needs.

#### ***10% Written Communication:***

Students read to write, and write to be read. They are able to express themselves clearly to various audiences in multiple genres and subject areas through their ideas, organization, voice, word choice, sentence fluency, and conventions. They are also able to evaluate their own writing in order to revise effectively, taking charge of their own writing process.

#### ***15% Collaboration:***

Collaboration is the ability to respectfully work interdependently with people of diverse backgrounds, skill-levels, and abilities in order to synthesize ideas to create a quality shared product.

#### ***10% Oral Communication:***

Speakers are able to express themselves through the logical organization of their ideas and information to inform others on a particular topic. The speaker demonstrates command of the content through extemporaneous delivery in polished formal presentations that use the rhetorical strategies of narration, exposition, persuasion and/or description.

#### ***40% Content Literacy:***

Students will have the knowledge, skill, and ability to effectively apply core content, the California State Standards, to real world situations.

#### ***15% Work Ethic:***

Work ethic is the demonstration of self-discipline, the ability to map, plan, and generate a product; to be responsible to oneself and to others; and the constant, energetic application to study or work with the intention of achieving excellence.

## **Sacramento New Technology School of Design Graduation Requirements**

### ***260 credits Overall***

#### **University of California/ CSUS A-G Entrance Requirements**

- 4 years English
- 3 years Math above Algebra
- 2 years Laboratory Science (must be past freshman year)
- 2 years Social Science (4 years for SCUSD)\*
- 2 years Foreign Language
- 1 year Fine Arts--Digital Media
- 1 year additional College Prep Elective—Design Capstone course
- **US Government/Economics\***
- **Physical Education**
- **Geography/Contemporary Global Issues\***
- **12 Credits of Community College Coursework**
- **Community Service** (10 hours per year, 40 Total hours for Graduation)
- **SNTHS Professional Digital Portfolio**
- **Senior Project**
- **Digital Portfolio**
- **Advisory** (20 credits)

#### **Students completing the requirements for the Design Pathway must complete:**

- **Visual Communications**
- **Illustrator**
- **Web Design**
- **Advanced Digital Media**
- **Motion Graphics**
- **Portfolio**



## **Sacramento New Technology High School**

### **School- Parent- Student Compact 2011 - 2012**

Schools, families, and students benefit when they all take collective responsibility for quality education. **When a partnership exists and each partner fulfills his/her responsibilities, student learning improves.** The term school community refers to teachers, students, families, other school staff and community members. Please read this and discuss it with your child. The signatures below indicate our support of and commitment to the following responsibilities:

#### **Administrative Responsibilities**

1. Through collaborative decision- making, create with the involvement of staff, families, students and the community, a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.

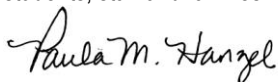
2. Provide instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.

3. Provide a safe, orderly and positive teaching/learning environment.

4. Provide appropriate professional development for staff, families and students to improve teaching and learning and to support collaborative partnerships with families and the community.

5. Maintain open two-way communication between the home and school.

6. Respect the school, students, staff and families.



Principal

#### **Teacher Responsibilities**

1. Through collaborative decision- making with colleagues, families and students, create a school vision and quality educational program with high standards that are widely understood and embraced by the school community.

2. Endeavor to motivate my students to learn. Provide appropriate and compelling projects and instruction that actively involves students, and emphasizes high standards within each subject.

3. Provide a safe, orderly, and caring classroom environment conducive to learning.

4. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

5. Establish two-way communication with families about student progress in school.

6. Respect the school, students, staff and families.

Advisor-as a representative of the staff

#### **Family Responsibilities**

1. Through collaborative decision- making, participate with school staff and students in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.

2. Communicate the value of education, and provide home support and monitoring of student academic work and progress in school.

3. Establish a schedule with my student for study time, TV viewing, peer activities and out-of-school time.

4. Participate in training opportunities with staff that help to improve teaching and learning both at home and at school.

5. Communicate regularly with the school.

6. Respect the school, staff, students, and families.

Parent/Guardian

#### **Student Responsibilities**

1. Through collaborative decision- making, participate with parents and school staff in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.

2. Produce quality work that meets the high standards of each class.

3. Attend school regularly, on time, and with completed projects. Follow agreed upon schedule and home/school rules.

4. Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school.

5. Tell parents honestly what is happening at school and help to maintain two-way communication.

6. Respect the school, staff, students, and families.

Student

**Sacramento New Technology High  
School of *Design*  
Marketing Plan 2012-2013**

**Objective:** To increase the freshman class to 120 students at New Tech for fall of 2012.

**September 2011**

- Booth at "Race for the Arts"
- Monday morning overviews and student shadows

**November 2011**

- Attend K-8 Open Enrollment Night at LDV
- Send 4000 Letters to students grade 8 in SCUSD
  - Includes Design Pathway Flyer
  - Letter from the Principal
  - Recruitment reminder card
  - Invitation to New Tech Design Show
- Begin middle school visitations at lunch time
- Attend Counselors Meeting for Recruitment Presentation
- Monday morning overviews and student shadows

**December 2011**

- Attend Small Schools Recruitment Fair at District Office
- New Tech Design Show
- Attend Rosa Parks Parent/Student High School Fair
- Monday morning overviews and student shadows

**January 2012**

- Send 1000 targeted letters to students grade 8 (closest middle schools to New Tech)
  - Includes Design Pathway Flyer
  - Letter from the Principal
  - Recruitment Card
- Restart middle school visitations at lunch time: one to two schools per week
- Visit St. Patrick's grade 8 classrooms for presentation of New Tech School of Design
- Monday morning overviews and student shadows

**February 2012**

- Ongoing middle school visitations
- Monday morning overviews and student shadows
- Parent letter to current parents inviting them to assist with recruitment of new students

**March 2012**

- Ongoing middle school visitations
- Monday morning overviews and student shadows
- Design Pathway Display at Serna Center
- 100,000 impressions on the Sacramento Bee Website

- “Youtube” Recruitment Video

#### **April 2012**

- Letters to 8<sup>th</sup> grade students who DID not participate in Open Enrollment
- Monday morning overviews and student shadows
- Invitations to Spring Design Show to all new students and students who did not participate in Open Enrollment
- Student “Twitter” campaign
- Potential “Open
- Establish a New Tech “Youtube” Channel to show student work and videos about the school

#### **May 2012**

- Monday morning overviews and student shadows
- Invitation of grade 8 parents and students to Spring Design Show

#### **June 2012**

- Student Interns at Summer student camps
- Recruitment at Summer Camps

#### **July 2012**

- Student Interns at Summer student camps
- Recruitment at Summer Camps

#### *Key Strategies Employed:*

1. Face to Face recruitment
2. Letters to Parents
3. Participation in Community Events
4. Direct Advertisement
5. Current parents and students
6. Online Advertising
7. Student Work in Public Places—with acknowledgment of the school/contact information
8. Facebook “Fan” page
9. Twitter
10. Facebook

**Appendix B**

**Bylaws  
Of  
Sacramento New Technology High School  
Site Advisory Board**

**ARTICLE I  
PRINCIPLE OFFICE OF THE CORPORATION**

Section I. PRINCIPLE OFFICE OF THE CHARTER PUBLIC SCHOOL. The location of the transaction of the activities and affairs of this charter public school is located at 1400 Dickson Street Sacramento, California.

**ARTICLE II  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1 GENERAL AND SPECIFIC PURPOSES. The purpose of this Charter Advisory Board is to manage, operate, guide, direct and promote the Sacramento New Technology High School, a California public school. Also in the context of these purposes, the Advisory Board shall not, except to an insubstantial degree, engage in any other activities or exercise of power that does not further the purposes of the charter.

The Charter Advisory Board shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501C(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170C(2) of the Internal Revenue Code, or the corresponding section of any future federal tax codes. No substantial part of the activities of the Charter Advisory Board shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Charter Advisory Board shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE III**  
**CONSTRUCTION AND DEFINITIONS**

Section 1      CONSTRUCTION AND DEFINITIONS. Unless the context otherwise states, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine the neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE IV**  
**DEDICATION OF ASSETS**

Section 1      DEDICATION OF ASSETS. This Board’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Board, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any member or officer of the Board. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, or all debts and liabilities of the Board shall be returned to SCUSD.

**ARTICLE V**  
**BOARD OF MEMBERS**

Section 1      GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitation of the articles on incorporation or bylaws, the Board’s activities and affairs shall be managed and all powers shall be exercised, by or under the direction of the Advisory Board. The Board may delegate the management its activities to any person(s), committees, however composed, provided that the activities and affairs of the Advisory Board shall be managed and all the powers shall be exercised under the ultimate direction of the Advisory Board.

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Section 2      SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitation, the Advisory Board shall have the power to:

1. Recommend appointment and/or remove, at the discretion of the Advisory Board, all officers, agents and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and require from them security for faithful service.
2. Change the Principal office or the Principal business office of the Advisory Board from one location to another/ cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Adopt and use a charter school seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3      MEMBERS AND TERMS. The Advisory Board shall have no more than nineteen members and no less than nine. The minimum would include one classified employee, one student representative from each class, one community member, one certificated employee, one parent, and the Principal. The maximum would include two classified employee, two student representatives from each class (one of the eight students must be one of the elected student body presidents to serve concurrent with their term in student government), two community members, two certificated employees, four parents, and the Principal. All members shall be elected by a direct election of their peers.

Except for the initial Advisory Board, each member shall hold office for two years and until a successor member has been designated and qualified. Elections for all positions other than freshman students will be conducted each May at the schools open house. Freshmen are selected by application in the August preceding the following school year.

Section 4      RESTRICTIONS OF INTERESTED PERSONS AS MEMBERS. The PTSA president will be restricted from serving on the Board during their term as the PTSA president. Parents serving on the Board cannot serve simultaneously with their student/child.



Section 5      NOMINATIONS AND ELECTIONS. Elections for parent members will take place at open house in May of each school year. Parents will be sent nomination forms via US mail in April of each school year prior to open house. Student members will be elected in May of each year after student body elections. Classified members and community members shall be determined by mutual agreement. Teacher members are elected from teaching staff; they serve two year term, not served consecutively; nomination will occur first teacher staff meeting in May.

Section 6      EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Advisory Board shall occur in the event of (a) the death or resignation of any member; (b) the declaration by resolution of the Advisory Board of a vacancy in the office of a member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation law, Chapter 2, Article 3; (c) the increase of the authorized number of members; or (d) the failure of the members, at any meeting of members to elect the number of members required to be elected at such meeting.

Section 7      RESIGNATION OF MEMBERS Except as provided below, any member may resign by giving written notice to the Chairman of the Board, if any, or to the President or Secretary of the Board, The resignation shall be effective when the notice is given unless the notice specifies at a later time for the resignation to become effective. If a member's resignation is effective a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 8      VACANCIES FILLED BY BOARD. Vacancies on the Advisory Board may be filled by approval of the Board or, if the number of the members then in office is less than a numeric quorum (minimum of two students) by (1) the unanimous consent of the members then in office, (2) the affirmative vote of a majority of the members then in office at a meeting held in according to notice or waivers of notice complying with Corporation of Code section....

Section 9 NO VACANCY OR REDUCTION OF NUMBER OF MEMBERS. Any reduction of the authorized number of members shall not result in any member being removed before his or her term of office expires.

Section 10 PLACE OF BOARD MEMBERS MEETING. Meetings shall be held at Sac New Technology High School. The Advisory Board may designate that a meeting be held at any place within California that has been a designated by resolution of the Advisory Board or in the notice of the meeting. All meetings of the Advisory Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code sections 54950, et seq. as said chapter may be modified by subsequent legislation.

Section 11 ANNUAL AND REGULAR MEETINGS. Regular meetings of the Advisory Board may be held on the first Thursday of each month. The first meeting of the new Board shall be held in June. Officers for the next year shall be elected at this first meeting. The candidates receiving the highest number of votes to be elected shall be elected. Each member shall cast one vote, with voting being by ballot only.

The Advisory Board shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to these bylaws.

Section 12 AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the members shall be called at any time by the Principal, the president, or the vice president of the Board.

Section 13 WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transaction of any meeting of the Board, however called or wherever held, are as valid as though the meeting had been duly held given proper notice, provided a quorum as presented or provided that either before or after the meeting each member not present approves of the minutes thereof. All such approvals shall be recorder or made a part of the minutes of the meeting.

**Section 14 QUORUM** A majority of the authorized number of members shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the members present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a member has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common memberships, (c) creation of and appointments to committees of the Board, and (d) indemnification of members. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

**Section 15 ADJOURNMENT** A majority of the members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 16 CREATION OF POWERS COMMITTEES** The Board, by resolution adopted by a majority of the members then in office, may create one or more committees, each consisting of two or more members to serve at the pleasure of the Board. Appointments to committees of the Board may appoint one or more members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b) Fill vacancies on the Board or any committee of the Board;
- c) Fix compensation of the members for serving on the Board or on any committee
- d) Amend or repeal bylaws or adopt new bylaws
- e) Amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- f) Create any other committees of the Board or appoint the members of committees of the Board;

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- g) Expend corporate funds to support a nominee for member if more people have been nominated for member than can be elected; [or]
  - h) Approve any contract or transaction to which the Charter School is a party and in which one or more of its members has a material financial interest, except as special approval is provided for in the Corporations Code section 5233(d)(3).

Section 17      **MEETINGS AND ACTIONS OF COMMITTEES** Meetings and actions of the committees of the Advisory Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other members actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the Board records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with the bylaws. If the Advisory Board has not adopted rules, the committee may do so.

Section 18      **NON-LIABILITY OF DIRECTIORS.** No member shall be personally liable for the debts, liabilities, or other obligations of this body.

Section 19 <b>PROCESS FOR AMENDMENT OF BYLAWS</b>
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**ARTICLE VI**  
**OFFICERS OF THE BOARD**

Section 1      **OFFICES HELD.** The officers of this Board shall be a president, a vice president, secretary, and parliamentarian.

Section 2      **ELECTION OF OFFICERS.** The officers of this Board, except any appointed under Article VI, Section 4 of these bylaws shall be chosen annually by the Advisory Board and shall serve for a term of one year.

Section 3      **REMOVAL OF OFFICERS.** The Advisory Board may remove any officer, with or without cause, by a simple majority of the Board.

Section 4      RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

Section 5      VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws.

Section 6      PRESIDENT. The elected president shall preside at the Advisory Board meetings and shall exercise and perform such other powers and duties as the Advisory Board may assign from time to time. The president shall have such other powers and duties as the Advisory Board and the bylaws may require.

Section 7      PRINCIPAL / MEMBER OF THE SCHOOL. The Principal shall be the general manager of the school and shall supervise, direct, and control the sites activities and affairs. The Principal works with the President to set agendas/calendars as well as advise, inform and participate as a member.

Section 8      VICE PRESIDENT If the president is absent or disabled, the vice president shall perform all duties of the president. When so acting, the vice president shall have all powers of and be subject to all restrictions on the president.

Section 9      SECRETARY The secretary shall keep a book of minutes of all meetings proceedings and actions of the Board and committees of the Board. The minutes of the meetings shall include the time and place where the meeting was held, whether the meeting was annual, general, or special, and if special, how authorized; the notice given; the names of persons present at the Advisory Board and committee meetings; and the number of members present or represented at members meetings.

The secretary shall keep at the office of the school a copy of the bylaws and approved minutes as amended to date. The secretary shall give, or cause to be given, notice of all

meetings of members of the Board and of committees of the Board that these bylaws require to be given. The secretary shall have such other powers, and shall perform such other duties, as the Advisory Board or the bylaws may require.

Section 10 PARLIAMENTARIAN. The parliamentarian shall keep order at meetings using Roberts Rules of Order. The Parliamentarian shall have such other powers, and shall perform such other duties, as the Advisory Board or the bylaws may require.

## **ARTICLE VII MAINTANANCE OF RECORDS**

Section 1 MAINTAINANCE OF RECORDS This body shall keep:

- (a) Adequate and correct books of records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports required by law

## **ARTICLE VIII MAINTANANCE OF CORPORATE RECORDS**

Section 2 MEMBERS RIGHT TO INSPECT. Every member shall have the right at any reasonable time to inspect this body's books, records, and documents of any kind as permitted by California and Federal law.

Section 3 ACCOUNTING RECORDS AND MINUTES. On written demand of the body, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, Advisory Board, and/or the committees of the Advisory Board at any reasonable time for a purpose reasonably related to the member's interest as a member.

Section 4      MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This body shall keep at its principle office the original or a copy of the bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours 8:00 AM to 4:00 PM.



## Appendix C

Sacramento New Technology : Assessment Matrix			
Instrument	Stage in Change Process	Purpose	Expected Outcome
Expulsions-Suspensions	Monthly reports	Maintain student discipline in an academic environment	Zero expulsions and suspensions
Attendance	Monthly reports	Enrollment and attendance monitoring	96.5% attendance (cumulative actual average and percentage for each month)
CST	Annual assessment	To assure that students are gaining proficiency in the California content standards in core subjects.	All students proficient in grade level standards by end of 10th grade.
PSAT	Annual assessment	To assess readiness for College.	Use to look at whole school, individual students, and program
CAHSEE (California High School Exit Exam)	2-3 three times annually	To provide exit assessment which is mandatory by the state	100% passage by end of 10th Grade
CELDT	Annually by October 31	To gauge English Language Learner's progress and determine ability. Also serves as one indicator of readiness for redesignation.	Annual increase in score; redesignation by graduation if in district less than 5 years) or by end of 10th grade.
Portfolios	Quarterly review by staff ; annual exhibition	Prepares students for competency in School Wide Learning Outcomes	Examination by advisor on a frequent basis. Team of staff, parents, students assess yearly
Senior Project: Includes internship	12th grade exit	Prepare students for competency, gauge students' ability to apply learning to real life situations	100% Participation with presentation (public) & defense to demonstrate competency
API	Annual assessment	State mandated measure of overall success	Target of 800 plus; exceed yearly growth targets, including all subcategories.
PFT	Annually	Physical fitness assessment	100% participation and 80% passing
Student and parent Surveys	Semi-Annually	Assessment of perception and satisfaction with program design	100% participation

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**Appendix D—Academic Data**