Sacramento New Technology High School
1400 Dickson Street
Sacramento, CA 95822

Renewal Petition Respectfully Submitted to the
Sacramento City Unified School District
January 18, 2017
Revised Petition Submitted February 28, 2017

Contact:
Kenneth Durham, Principal

For the term July 1, 2017 through June 30, 2022

Challenge | Engage | Learn | Achieve

Table of Contents

Affirmations and Assurances

Sacramento New Technology High School (the "Charter School" or "New Tech") will follow any and all federal, state and local laws and regulations that apply to the Charter School including but not limited to:

1. New Tech shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref.Education Code Section 47605(c)(1)]

2. The District shall be deemed the exclusive public school employer of the employees of New Tech for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)

3. New Tech shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. New Tech shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

5. New Tech shall admit all students who wish to attend Sacramento New Technology High School and who submit a timely application, unless they receive a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Enrollment preferences will meet all legal requirements, and will be described in the section "Who Shall Be Educated," below. Except as required by Education Code Section 47605(d)(2), admission to New Tech shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of New Tech in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

6. New Tech shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. New Tech shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

3

8. New Tech shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. New Tech shall ensure that core teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

10. New Tech shall at all times maintain all necessary and appropriate insurance coverage.

11. New Tech shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. If a pupil is expelled or leaves New Tech without graduating or completing the school year for any reason, New Tech shall notify the superintendent of the school District of the pupil's last known address within 30 days, and shall, upon request, provide that school District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. New Tech shall follow any and all other federal, state, and local laws and regulations that apply to Sacramento New Technology High School including but not limited to: 1) New Tech shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection; 2) New Tech shall on a regular basis consult with its parents and teachers regarding New Tech's education programs; 3) New Tech shall comply with any jurisdictional limitations to locations of its facilities; 4) New Tech shall comply with all laws establishing the minimum and maximum age for public school enrollment; 4) New Tech shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA); 5) New Tech shall comply with the Public Records Act; 5) New Tech shall comply with the Family Educational Rights and Privacy Act; 6) New Tech shall comply with the Ralph M. Brown Act; 7) New Tech shall meet or exceed the legally required minimum of school days.

Executive Summary

Vision

Sacramento New Technology High School's vision is to support the unique needs of every student in an environment where they can feel safe and experience academic success.

Mission

The school community (students, parents, staff, and administration) believes that it must focus on four areas in order to realize this vision:

- *Challenge – New Tech will encourage students and adults to view obstacles as opportunities. Furthermore, staff will help individuals identify the edge of their comfort zones and then offer supports to help them grow beyond that comfortable space.*
- *Engage – New Tech will support students and adults to be active participants with a deep commitment to the learning experience. Additionally, staff will challenge and support every student and adult to stay engaged when struggles arise.*
- *Learn – The New Tech community will embolden students and adults to embrace the idea that true learning is difficult and requires tremendous effort. It will require that all learners develop a willingness to take a risk and the discipline to not only use assistance when it is provided, but also the strength to ask for help when needed.*
- *Achieve – New Tech will help students and adults to develop their potential and identify their goals. Moreover, the community will support them to overcome obstacles to move forward and accomplish these goals.*

Schoolwide Learning Outcomes (SLOs)

New Tech has five Schoolwide Learning Outcomes:

- *Knowledge and Thinking   Students will develop the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.*
- *Agency – Students will develop a growth mindset and take ownership over learning.*
- *Collaboration - Students will develop the ability to be a productive member of diverse teams, through strong interpersonal communication and a commitment to shared success, leadership, and initiative.*
- *Oral Communication - Students will develop the ability to communicate knowledge and thinking through effective oral presentations.*
- *Written Communication - Students will develop the ability to effectively communicate knowledge and thinking through writing.*

Need

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

—Alvin Toffler

Sacramento City Unified School District is a forward thinking district that chooses to offer a broad range of secondary educational environments and opportunities to a diverse population of students. Sacramento New Technology High School is a school that has proven to help SCUSD fill this need by preparing and graduating high percentages of students who are College and Career Ready. Furthermore, New Tech students are enrolling and persisting in two and four-year schools at an extraordinary rate. New Tech offers students interested in a small, safe, and academically challenging and supportive environment a place to *engage*, *learn* and *achieve*.

Capacity

New Tech was founded, developed and continues to be governed by highly-qualified and vision-aligned educators and community leaders. The entire staff shares the explicit belief that all students, regardless of socio-economic background, can learn and should have access to a high quality public high school education. Our school community works with the greater community to support student-centered learning which enables New Tech to offer a challenging college preparatory education for all students in the greater Sacramento Metropolitan area. At full implementation, New Tech will be a small (9-12) high school with 300-400 students. The School is located on a District property and does not project any facilities needs at this time.

Core Beliefs: What is *New Tech* Education?

A key pillar in the New Tech model is the use of outcomes that matter to guide our school's support of students and their long-term success. The New Tech Schoolwide Learning Outcomes (SLOs) are a set of research-based outcomes aimed at preparing students for postsecondary college and career success. For each outcome, a rubric or set of rubrics has been developed to help ensure that students are being provided with regular feedback on their growth and needs in each of these areas. These outcome rubrics are an essential component of the project and problem-based learning curriculum and instruction model used by the school.

The SLOs are an integral part of the learning and socialization process for students throughout their education. New Tech seeks to create a community that educates and empowers students for success in college, the workplace, and society, and the SLOs represent the essential skills that students need to achieve this success. All New Tech students have access to a college preparatory curriculum, and they demonstrate mastery of the SLOs through project presentations during their four years of school. Students also maintain a digital portfolio of work that documents their progress in reaching the SLOs. The portfolio and aforementioned projects culminate in a Defense of Learning presentation in the 10th and 12th grade, where students submit their portfolios for review and present an oral defense to a panel of students, parents, staff, administration, and other stakeholders. **Consequently, the New Tech assessment system** reflects more than a grade; rather, it emphasizes a process of learning that personalizes the education system and continually monitors student achievement.

College and Career Readiness has a very specific meaning at New Tech. When New Tech says it is focused on getting students college and career ready it means that every New Tech graduate leaves **aware**, **eligible**, and **prepared** to pursue postsecondary education or training without the need for remedial courses.

- **Aware** - The student understands post-secondary options and sees the importance of continuing their education.

- **Eligible** - The student completes requirements necessary for college entrance.

- **Prepared** - The student graduates from high school with the skills necessary to further education without remediation.

Another foundational element of the New Tech model is creating a strong school culture. By making learning relevant and creating a highly collaborative school-wide learning culture, students become connected to, engaged with, and challenged by their school, their teachers and their peers. New Tech promotes a culture of trust, respect and responsibility; this culture encompasses both student and professional culture. At New Tech, students and teachers alike have ownership over the learning experience and their school environment. Educators collaborate in integrated inter-disciplinary, team-taught classes, use collaborative protocols to provide constructive feedback, and share the leadership of the learning community. In this way, professional culture at the schools mirrors the culture we hope to build for students.

Recent Accomplishments

- New Tech earned a full six year Western Association of Schools and Colleges (WASC) accreditation from June 2013 to June 2019.
- In the summer of 2015, the New Tech Network awarded New Tech the Chad Wick award for Social Justice for its work with supporting students in an urban setting and increasing student achievement with the subgroups present in an urban setting at a greater rate than the other schools in the 190-school network.
- As a result of winning the Chad Wick award, New Tech had its 2015-2016 network fees of $24,000 waived by the New Tech Network.
- In November of 2015, New Tech was awarded Certified Linked Learning pathway status, after successfully completing ConnectEd California's Learning Pathway Quality Review and Certification process.

New Tech is located at 1400 Dickson Street, Sacramento, CA 95822, in the Freeport Manor neighborhood of South Land Park. The District and the city of Sacramento fully embrace the school.

Element 1: Educational Program

Statement of Purpose

New Tech exists to support the unique needs of every student, to provide a learning environment where students feel safe, and to help all students experience academic success. By challenging students to view obstacles as opportunities and supporting them to grow beyond their comfortable space, New Tech seeks to engage students in deeper learning practices that will result in a love of learning and an appreciation for hard work and the ability to take risks to grow and achieve their goals.

Enrollment Plan

New Tech is open to any prospective student and parents. The school offers shadow days where students shadow a New Tech student followed by a Q & A session with New Tech staff as well as regularly scheduled visitation days where we typically host 5-20 students with their family for a morning at the school. During this morning prospective students are introduced to the school, hear from a student led panel, get a student led tour and participate in a typical New Tech morning. We also participate in District sponsored recruitment activities like Linked Learning Pathway Fair, and the Small High School Fairs; at these events we meet parents who might be interested in our school model and invite them to schedule a shadow day or join us for a visitation day.

Students submit Applications year round and we notify families of acceptance in February. In-district students can complete the Open Enrollment process in January-February or visit the school to apply directly with the school. Once the offer of enrollment is made, the enrollment packet is completed. A notice is sent and a phone call is made to confirm completion of the enrollment process.

The School's target population mirrors the student population of SCUSD and the Sacramento Region. New Tech does have a Digital Media and Computer Science CTE pathways that draw some students to the school. However, others are drawn by the small school and class sizes that the school offers. Others enjoy the PBL focus and the early college options through Los Rios Community College. The School understands that each student will have similar yet varying needs and focuses on being flexible to meet the needs of each individual student.

Total Enrollment and Percent Out of District

School Year	Total Enrollment	% "in-district" students	% "out of district"
2016-2017	187	78%	22%
2015-2016	238	76%	24%
2014-2015	276	73%	27%

Education Philosophy: How Does Learning Best Occur?

"Arrogance is thinking something is perfect after the first draft. Humility is knowing there is always room for improvement."

– Simon Sinek

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. New Tech believes 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, facts, and information;
- Parents and the school partner to support student achievement.

Instructional Program

Project-based learning (PBL) is at the heart of our instructional approach. In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering skills and content concepts.

Students aren't just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop the real life skills required for success in today's world.

New Tech utilizes a technology-rich environment where teachers and students create, communicate, access information, and experience self-directed learning. At New Tech there is at least one device in every classroom for every student. In 2015-2016, the School purchased 120 Chromebooks and three carts to replace the desktops in those classrooms. New Tech has purchased another 120 Chromebooks and three more carts during the 2016-2017 school-year. Additionally, the School has three computer lab based classrooms outfitted by the District CTE program. One of these is a Mac Lab used by the Digital Media Pathway, and the other two are PC Labs. One of the labs hosts the School's Computer Science Pathway and the other is used by the School's CAD program. New Tech maintains a small supply of Chromebooks for students to take home as needed. Some of these devices are checked out for the year, while others are loaned out on a short-term basis. Additionally, when a student needs a Macbook, arrangements are made for them to take home that device. This includes a student with an IEP whose family has an economic hardship and has been allowed to check the device out for the year.

In addition to devices for every student, New Tech utilizes the New Tech Network's Learning Management System called Echo. Echo allows for collaboration between students, between teachers, and between members of the 190 school Network. Echo is fully integrated with the School's Google Apps Domain snths.org and allows for all courses to be graded using the School's Schoolwide Learning Outcomes. Echo also allows for all staff to view student progress in any course as well as parent accounts that promote two-way communication.

Curriculum at New Tech is created by the teachers and students in the form of projects. Project creation begins with standards students need to know and the skills they must possess. Next the team must design a relevant and meaningful problem that will 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.

New Tech students students earn 260 credits towards graduation and the comprehensive list of courses can be viewed in the Student Handbook (Appendix C).

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 students have a need. 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 peer feedback from other teams 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 assessed according to detailed rubrics.

Classes at New Tech are co-taught whenever possible and staffing at New Tech 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.

The development of a positive and collaborative culture is key to the New Tech model and the use of Advisory classes is an essential component of ensuring the school systematically develops and strengthens the school's culture. This is a core group of approximately 20 students that serves as a home base and center of accountability for a student's entire four-years at New Tech. The intimacy of these small groups allows for students to be known deeply in a way that is unparalleled in most other school models. It also provides every student with a set of peers who support, challenge, and help one another to reach their fullest academic potential. Furthermore, Advisory provides every student with an adult who will be that student's champion on campus for four-years and in many classes far beyond the walls of New Tech.

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 Monday and Thursday 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 two weekly morning meetings. Students attend double block classes with 79 minute classes on Monday and Thursday and 89 minute classes on Tuesday, Wednesday, and Friday through. Students attend Advisory

classes daily 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, and two each semester for the administration of final exams.

During the 2016-2017 school-year, New Tech students in all grade level will attend school for 66,562 minutes as outline on the Calendar with calculations in Appendix G. The number of minutes during the 2017-2018 school-year will be adjusted to 65,882 to accommodate two CPT times a week, every Monday and Thursday, for the entire school-year. The school is operating and will continue to operate above the 64,800 minute requirement set in the California Educational Code.

Additional Supports for Targeted Students

One of the primary benefits of a small school is the ability for the teachers, staff, and administration to make a personal connection with each of the students and understand a student's unique needs. Each student that enrolls in New Tech is an individual; with his/her own learning style, experiences, interests and goals. In balance with this diversity, New Tech believes that all students have in common the ability to succeed. New Tech staff will strive to meet all students where they are and help them to build upon their strengths with the goal of preparing productive lifelong learners.

Ongoing formal and informal assessment through both teacher observation and student self-evaluation and reflection will indicate the need for further evaluation so that every student is both successful and challenged in their high school career. Parent involvement will also play an integral role in supporting the learning goals set by the teacher and student.

i. Support for Students Performing Below/Above Grade Level

New Tech PLCs

In order to challenge, support and engage all students, teachers at New Tech are now using the PLC model of collaboration twice a week to answer the following four questions:

1. What do we expect our students to learn? (Goals/Expectations)

2. How will we know they are learning? (Assessment)

3. How will we respond when they don't learn? (Intervention/Low Achieving Students)

4. How will we respond if they already know it? (Gifted/High-Achieving Students)

The PLCs are facilitated by District coaches and the capacity of the staff to better support all students is increasing.

Academically High-Achieving Students

Academically gifted students will be encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their Advisory teacher and mentors, will determine personal goals that assure a well-rounded educational experience. All New Tech students are encouraged to enroll at the local community colleges and this sub-group regularly enrolls. Through these opportunities our students enroll in and take college level classes, creating a college transcript and earning college credit.

Academically Low-Achieving Students

Students not achieving at expected levels will also be party to the creation of personal educational goals along with their mentors, Advisory teacher, and parents. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using providing students voice and choice in project creation and direction. Teachers will have the opportunity for training in specialized methods for meeting the needs of those who struggle with academics for their varying reasons.

ii. Plan for English Learners

New Tech meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. New Tech implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

New Tech uses the California English Language Development Test (CELDT) to create and modify differentiated instruction programs for English Learners. Students are assessed annually following the District support and guidelines.

Teachers work together and with parents and classified support staff to provide appropriate instruction for these students. New Tech supports these efforts through training in English Language Development for teachers and the translation of school documents and meetings for parents.

English Learners and Core Instruction

New Tech provides instruction to support English Learners in developing the skills needed to meet state standards. All teachers at New Tech possess the appropriate CLAD or BCLAD certification as required by the District. Teachers utilize CPT to have conversations about EL concerns and share strategies for teaching EL students.

The New Tech model of collaboration, presentation, and oral communication offers continuous

opportunities to hear and speak English. The safe and supportive school environment supports students when trying to overcome the obstacles of communicate in a new language. SDAIE strategies are used in classes to support students to see visually the content of the lesson which supports EL development. In addition, New Tech has added ELD Support Classes and SDAIE Physical Science to the master schedule for the 2017-2018 school-year.

New Tech follows all CELDT testing timelines to ensure students receive proper instruction and the opportunity for reclassification. Students' progress is measured annually through CELDT testing and reclassification 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. New Tech complies with all applicable laws with regards to EL students.

New Tech has identified a decline in the number of students reclassified in recent years. EC Section 313(f) specifies that multiple measures be used to reclassify ELs but must include at least all four of the following criteria:

- Assessment of English language proficiency
- Teacher evaluation
- Parental opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

The School and the District have had difficulty providing the opportunity for students to fulfill the comparison of student performance requirement. To solve this issue, the New Tech School Site Council determined that the School will begin to administer the NWEA Measures of Academic Progress® (MAP®) Assessment in August of 2017. All New Tech students will be take the assessment in the fall, winter, and spring of each school year. The data will be used to guide instruction for all students as well as to consistently meet this reclassification criteria for our EL students.

To support English Language Learners, New Tech:

- Assesses students annually;
- 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 annually of their student's progress.

Home Language Survey

The Home Language Survey (HLS) is administered to all students upon enrollment into New Tech.

iii. Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

New Tech complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). New Tech staff work directly with the District Special Education Department to support students and provide all appropriate services.

As a dependent charter, New Tech is a District school and receives Special Education services from the District, which is New Tech's SELPA. New Tech complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures. New Tech and the District are responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities as required by law.

The District Special Education personnel assist New Tech in providing Special Education services: referrals, assessment, instruction, and due process. The District allocates actual costs of the Special Education at New Tech. New Tech is fiscally responsible for an annual encroachment fee to the District (see budget projections).

Student Interventions

New Tech provides a comprehensive student intervention program. Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

Students in the SST process or with a 504 have a regular check-in session with a staff member to support homework completion, organization and re-teaching or scaffolding instruction.

IDEA

New Tech provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment.

New Tech follows the District policies and procedures, and utilizes District forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

The School uses a full inclusion model where students with disabilities receive their education within the general education classroom. New Tech believes students with learning disabilities benefit from being served in the general education classroom whenever possible. To aid with the appropriate delivery of instruction and services, New Tech special education teachers consult with general education teachers to ensure that students with disabilities receive the support they need. The School also believes that this level of collaboration between general education and special education teachers improves the ability of general education teachers to support all students. The School recognizes that the general education classroom may not always be the appropriate placement 100% of the time for some students with learning disabilities. When a student needs an alternative instructional environment for a portion of the time, one will be provided. However, collaboration is a schoolwide learning outcome, a component of every student's grade in every class, and a fundamental element of PBL. Therefore it is essential that students be fully included as much as is appropriate.

Section 504 of the Rehabilitation Act/ADA

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 school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation

in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Additionally, the School partners with the District to ensure that all requirements of the SST process are followed and updated as needed. The School's 504 coordinator attends District provided professional development opportunities to ensure the process is appropriate and effective.

New Tech participates in the National School Lunch program in full partnership with the District.

Transferability of Courses/College Entrance Eligibility

The School coordinates course development with the District's Curriculum and Instruction department and all courses are approved by the District and course codes issued through Infinite Campus. New Tech is WASC accredited and as such, all New Tech courses are recognized and transferable to any other high school. Furthermore, all current New Tech Courses meet UC/CSU A-G requirements and this is one of the reasons the School's graduates have such a high A-G completion rate. All students are made aware of these facts during the annual orientation in August of each year. In addition, this information is shared during new student intake meetings, campus tours and visitation days, and when a student graduates or otherwise leaves the School.

Charter School Compliance with Newly Adopted Legal Requirements

There are a number of legal requirements affecting charter schools that have been enacted since the Charter was last renewed, including *but not limited to* the following:

- *Education Code section 313.1*: Added new definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner." (Effective 1/1/16)

    - In addition to providing professional development for all staff on SDAIE strategies, the School's staff is now working in PLC teams collaborating twice a week on improving the implementation of these strategies as well as pedagogy aimed at helping all subgroups. In the 2017-2018 school-year, New Tech is adding ELL Support classes and a SDAIE Physical Science course to the master schedule to further support our ELL population and develop best practices that can be shared throughout the staff.

- *Education Code section 48850 et seq.:* Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools. (Effective 1/1/16)

    - The School is committed to meeting the unique needs of all of its students. New Tech through its Parent Liaison, counseling team, Advisory structure, and administration ensure that students protected by this requirement receive all required services. Furthermore, the School makes efforts to provide any additional assistance that are identified by the student or the School Community.

- *Education Code section 44691:* Requires annual mandated reporter training and process for providing proof of completion of training within first six weeks of school year or within six weeks of commencing employment. (Effective 1/1/16)

- The School provides this training as well as other trainings mandated by law the week before school starts during the New Tech Summer Institute. The information is also located on a password protected Staff Resources page on the School's website.

- *Education Code section 234.1:* Requires charter schools serving grades 7-12 to provide certificated employees with information regarding school site/community resources providing support to LGBTQ students. (Effective 1/1/17)

  - Same as above regarding mandated reporter training. The School's Parent Liaison, counseling team, Advisory structure, and administration also work to assist these students with any necessary supports.

- *Education Code section 44030.5:* Requires charter school to report change in credential holders' employment status to CTC under certain circumstances. (Effective 1/1/14)

  - All certificated New Tech personnel are employees of the District. The School works with SCUSD to report any and all information to CTC as required.

New Tech works with the District to ensure that all statues are understood, communicated with the New Tech Community, and implemented with fidelity. Above are examples of new requirements and how the School as worked to comply. The School will continue to partner with the District to fulfill all present and future legal requirements. In addition, New Tech will participate in all District Accountability and Compliance efforts to ensure its obligations are met.

Element 2: Measurable Student Outcomes

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUB-PRIORITY A – TEACHERS	
Goal to Achieve Sub Priority	At least 95% of teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject arca(s) and for thc pupils that thcy arc teaching.
Actions to Achieve Goal	New Tech will require that all teaching applicants produce the appropriate credentials, before they begin their teaching assignments. These records will be verified and maintained by SCUSD.
Measurable Outcome	New Tech will measure success of this outcome by identifying the credential status of all applicable teaching staff.
Methods of Measurement	The percent of teachers with the appropriate credentials, when applicable.
SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
Goal to Achieve Sub Priority	100% of students have access to standards-aligned instructional materials pursuant to Education Code section 601119.

Actions to Achieve Goal	New Tech will purchase instructional materials that are aligned to the standards and/or develop instructional materials on the basis of current standards.
Measurable Outcome	100% of core content areas have instructional materials aligned to the standards; 100% of students have access to instructional materials.
Methods of Measurement	Annual inventory of instructional materials, by grade and content area.
SUB-PRIORITY C – FACILITIES	
Goal to Achieve Sub Priority	The school facilities are maintained in good repair pursuant to Education Code section 17002(d).
Actions to Achieve Goal	New Tech operates in a district facility. New Tech will continue to ensure consistent custodial services are provided daily at the school.
Measurable Outcome	New Tech is cleaned each school or professional development day. New Tech will report any issues related to the facility directly to the district within 48 business hours.
Methods of Measurement	The percent of operational days when the facility was cleaned; the percent of facility related issues that are reported to the district within 48 business hours.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUB-PRIORITY A – CCSS IMPLEMENTATION	
Goal to Achieve Sub Priority	New Tech will implement academic content and performance standards adopted by the state board for all pupils in all content areas, including English learners.
Actions to Achieve Goal	Specific and detailed actions are listed throughout Element 1. The school will adopt curricula and/or develop internal curricula that is 100% aligned to state standards. All long term plans, curriculum maps, and core content lesson plans will be reviewed by administration and inter-disciplinary work groups.

Measurable Outcome	100% of state standards adopted within the curriculum being taught to students, and accessed by all students.
Methods of Measurement	Each year inter-disciplinary teams reflect on content and curriculum at the end of the school year. Then during summer professional development, these teams review curricula and teaching modalities and make changes in order to more closely adhere to the spirit and the letter of CCSS implementation.

SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

Goal to Achieve Sub Priority	100% of English learners will have access to a broad course of study that includes all of the subject areas described in Education Code section 51210, that includes the same access as non EL students, in addition to supplemental services that may be necessary (as described in Element 1).
Actions to Achieve Goal	Specific and detailed actions are listed throughout Element 1. EL students fully participate in the same course of study as non EL students at the school with full inclusion.
Measurable Outcome	85% of EL students will be proficient and/or demonstrate growth on the scale score of the CAASPP in English and math.
Methods of Measurement	The percent of core courses that EL students have access to, compared to their English-only peers; the proficiency growth rates of EL students

SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

Goal to Achieve Sub Priority	98% of EL students will become English proficient after three years of enrollment at the school.
Actions to Achieve Goal	EL students will receive all standard instruction in the English language, with modified supports, as needed. The school will assure that there are Spanish speaking advisors and administrators to facilitate any necessary modifications for Spanish speaking EL learners. There will be CLAD certified instructors on campus.
Measurable Outcome	100% of course instruction will occur in English; 100% of students who require modifications (including small group instruction and differentiated supports), will receive such accommodations in English and math as necessary.

	98% of students will become English proficient within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
Methods of Measurement	The percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled

STATE PRIORITY #3— PARENTAL INVOLVEMENT

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

SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
Goal to Achieve Sub Priority	New Tech will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that at least 90% of parents attend or are involved in at least two activities per school year.
Actions to Achieve Goal	New Tech will ensure family awareness of all opportunities for participation in events. The Charter Advisory Board and School Site Council will include parents.
Measurable Outcome	90% of families attend or participate in at least two activities per year.
Methods of Measurement	New Tech will measure and take attendance of parent participation at all major events (including Back to School Night, Open House, field trips, Student Study Teams/IEPs and exhibitions), and will track participation yearly.
SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION	
Goal to Achieve Sub Priority	New Tech will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that 100% of families are aware of opportunities to engage in the school community on a weekly and monthly basis.
Actions to Achieve Goal	New Tech will inform parents of events through the following mediums: Remind announcements, all calls, Advisory emails, social

	media, the website, the online school calendar, and personal phone calls.
Measurable Outcome	The percent of events that parents receive notice about: (1) more than one month in advance, (2) at least one month in advance, (3) at least two weeks in advance; the percent of events that parents receive notice about in at least two different formats.
Methods of Measurement	The timing of notices; the method of notification

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

    A.   California Assessment of Student Performance and Progress (CAASPP) statewide assessment

    B.   The Academic Performance Index (API)

    C.   Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

    D.   Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

    E.   EL reclassification rate

    F.   Percentage of pupils who have passed an AP exam with a score of 3 or higher

    G.   Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
Goal to Achieve Sub Priority	At least 85% of students are proficient or demonstrate scale score growth on ELA/literacy or mathematics on the CAASPP each year.
Actions to Achieve Goal	Please see Element 1 for details on instructional program.
Measurable Outcome	Students at New Tech will meet/exceed expected state proficiency in ELA/Literacy & Mathematics or demonstrate growth relative to previous assessments. 1. At least 50% of students will be Proficient or Advanced on the ELA/Literacy & Mathematics sections of CAASPP.

	This is over 12 points higher than the current state average, 15 points higher than the county average, and 24 points higher than the SCUSD average. 2. New Tech will place in the top quartile of similar district schools on the ELA/Literacy & Mathematics sections of CAASPP. 3. Special Education students will place in the top quartile when compared to other special education students in similar district schools on the ELA/Literacy & Mathematics sections of CAASPP, and/or will be at least 25% proficient.
Methods of Measurement	Proficiency rates on the CAASPP in ELA/Literacy and mathematics.

SUB-PRIORITY B – API

Goal to Achieve Sub Priority	As API is no longer being used in California, New Tech will meet the state expectation on the replacement for API, as announced and implemented.
Actions to Achieve Goal	Please see Element 1 for details on instructional program, including writing across all curriculum areas.
Measurable Outcome	Students at New Tech will out-perform peers at similar schools, when the school is measured on the new measurement of performance and accountability, as determined by the state.
Methods of Measurement	CA accountability system new measurement, as announced and implemented.

SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)

Goal to Achieve Sub Priority	100% of students are enrolled in UC a-g approved courses which meet admissions requirements and every student takes at least one CTE course during their four-years at New Tech.
Actions to Achieve Goal	All students course pathway is aligned to UC a-g admissions requirements.
Measurable Outcome	75% of students will complete the UC a-g course admissions requirements.
Methods of Measurement	District audit of course completion.

SUB-PRIORITY D – EL PROFICIENCY RATES

Goal to Achieve Sub Priority	At least 50% of EL students are proficient or demonstrate scale score growth on CELDT each year.
Actions to Achieve Goal	Please see Element 1 for details on EL instructional program, including writing across all curriculum areas and differentiated instruction.
Measurable Outcome	EL students at New Tech will meet/exceed expected proficiency or demonstrate growth relative to previous CELDT assessments. 1. At least 30% of students who have been enrolled for at least two years at New Tech will be Intermediate to Advanced on CELDT. 2. New Tech EL students will place in the top quartile of similar district schools on CELDT.
Methods of Measurement	Annual CELDT results.
SUB-PRIORITY E – EL RECLASSIFICATION RATES	
Goal to Achieve Sub Priority	80% of EL students will reclassify after three years of enrollment at the school.
Actions to Achieve Goal	EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed.
Measurable Outcome	80% of students will reclassify within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
Methods of Measurement	CELDT assessment: the percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled.
SUB-PRIORITY F – AP EXAM PASSAGE RATE	
Goal to Achieve Sub Priority	New Tech does not prepare students for or offer AP exams. New Tech students have access to courses that are articulated with the Los Rios Community College System. Rather than taking high school courses that are *like* college courses, our students take college courses.

	Goal: All students will take and pass at least one college course while enrolled at New Tech.
Actions to Achieve Goal	Every freshman is enrolled in Foundations to Success which earns them college credit after successful completion of the course. Students continue to take college courses with the help of their Advisory teacher and New Tech counseling staff and administration.
Measurable Outcome	All students will have completed Foundations to Success and earned credit at Sacramento City College.
Methods of Measurement	Data collected annually by New Tech's Get Focused, Stay Focused partners at Los Rios.

SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP	
Goal to Achieve Sub Priority	Strengthen New Tech's college going culture and support more students to be prepared to earn a college degree.
Actions to Achieve Goal	Utilize the College Readiness Block Grant (CRBG) to enhance New Tech's already strong college going culture.
Measurable Outcome	1. Metrics as outlined in New Tech's CRBG. 2. College enrollment rates. 3. College graduation rates.
Methods of Measurement	Track the metrics as outlined in New Tech's CRBG and continue to work with the New Tech Network to track graduates postsecondary success through the National Clearinghouse.

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. *School attendance rates*
- B. *Chronic absenteeism rates*
- C. *Middle school dropout rates (EC §52052.1(a)(3))*
- D. *High school dropout rates*
- E. *High school graduation rates*

SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
Goal to Achieve Sub	New Tech will maintain an average daily attendance greater than 95%.

Priority	
Actions to Achieve Goal	Perfect attendance awards assembly each semester. Weekly announcements regarding importance of school attendance. SST meetings for those students who struggle with attendance.
Measurable Outcome	New Tech will maintain an average daily attendance greater than 95%.
Methods of Measurement	Student attendance on a daily, weekly, monthly, quarterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.

SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to Achieve Sub Priority	New Tech will have fewer than 5% of students chronically absent.
Actions to Achieve Goal	Attendance letters home for those students who miss 6 days of school per quarterly; attendance conferences for those students who miss more than 10% of school days in a trimester; reporting chronic absenteeism, as required.
Measurable Outcome	New Tech will report 100% of students who miss more than 10% of the school year, or 18 or more days.
Methods of Measurement	Student attendance on a daily, weekly, monthly, quarterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.

SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES
NOT APPLICABLE

SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES	
Goal to Achieve Sub Priority	New Tech will have 0 % drop out rate.
Actions to Achieve Goal	New Tech will monitor at-risk students, students with low achievement, low attendance, low family involvement, high incident of disciplinary issues, and those who may also have additional risk factors such as poverty, homeless, or foster youth. New Tech will use a variety of means to assure that students are identified and supported. These include but are not limited to: Advisory, after school tutoring,

	elective programs, internship experiences, mentoring, restorative justice, counseling, home visits, etc.
Measurable Outcome	New Tech will have 0 % drop out rate.
Methods of Measurement	Published CDE dropout rates.

SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES	
Goal to Achieve Sub Priority	New Tech will have a 100% graduation rate.
Actions to Achieve Goal	New Tech will monitor at-risk students, students with low achievement, low attendance, low family involvement, high incident of disciplinary issues, and those who may also have additional risk factors such as poverty, homeless, or foster youth. New Tech will use a variety of means to assure that students are identified and supported. These include but are not limited to: Advisory, after school tutoring, elective programs, internship experiences, mentoring, restorative justice, counseling, home visits, etc.
Measurable Outcome	100% of New Tech students will graduate.
Methods of Measurement	Published CDE dropout rates.

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

A. *Pupil suspension rates*

B. *Pupil expulsion rates*

C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUB-PRIORITY A – PUPIL SUSPENSION RATES	
Goal to Achieve Sub Priority	New Tech will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%). The ultimate goal is to use restorative justice practices to avoid suspension and repair harm when possible.

Actions to Achieve Goal	New Tech will use restorative practices to correct unwanted behavior, repair harm, and develop alternatives to suspension.
Measurable Outcome	New Tech will suspend students within school policy and will not demonstrate a significant over- representation of any one particular subgroup in suspension data (as defined by more than 10%). The primary subgroups identified will be students who are black, Hispanic/Latino, foster/homeless.
Methods of Measurement	The percent of suspensions in alignment with school policy and district policy and tracking of suspensions by cause.

SUB-PRIORITY B – PUPIL EXPULSION RATES

Goal to Achieve Sub Priority	New Tech will recommend fewer than one expulsion per year, and only for offenses that are consistent with CA Education Code.
Actions to Achieve Goal	The first and most important way to reduce expulsions is to build a supportive and positive school culture where students feel safe. New Tech's focus on culture and its advisory structure builds a sense of belonging and responsibility both to fellow students and to the institution that precludes most behaviors that lead to expulsion. New Tech will actively building a strong culture and working through conflict using restorative practices to avoid expulsions where possible.
Measurable Outcome	Fewer than one student per year is recommended for expulsion annually and 100% of recommendations are consistent with CA Education Code.
Methods of Measurement	100% of expulsions recommended to the Board are consistent with California Education Code; 100% of expulsions recommended to the Board have also contained a family conference prior to recommendation; 100% of expulsions recommended to the Board that are subsequently approved by the Board are reported to SCUSD within 24 business hours.

SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

Goal to Achieve Sub Priority	New Tech's stakeholders will feel satisfied with the academic rigor, safety and communication of the School.
Actions to Achieve Goal	New Tech will administer an annual survey each year and track the families who have responded.

Measurable Outcome	80% or more of parents and/or guardians of students of New Tech will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding. 80% or more of students of New Tech will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding. 80% or more of staff of New Tech will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding.
Methods of Measurement	Annual family, student, and staff surveys.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

Goal to Achieve Sub Priority	All students in grades 9-12 will have access to English, mathematics, social sciences, science, visual and performing arts, physical education, foreign language(s), and career technical education. (E.C. §51220(a)-(i))
Actions to Achieve Goal	New Tech will develop a class schedule each year that ensures that students have access to all of the courses listed above.
Measurable Outcome	100% of students have access to all of the courses listed above.
Methods of Measurement	Transcript audit.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

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

SUB-PRIORITY A – ENGLISH

Goal to Achieve Sub Priority	Please see proficiency goals (above). All students develop and graduate with the literacy skills necessary to be college and career ready.
Actions to Achieve Goal	All students enroll in four years of English. Additionally, English skills are embedded in all courses through New Tech's Schoolwide Learning Outcomes and writing across the curriculum.
Measurable Outcome	100 % of s students enroll in four years of English and are developing literacy skills at a proficient rate.
Methods of Measurement	Transcript audit, graduation rates, CAASPP results, college attendance, college persistence, and college graduation rates.

SUB-PRIORITY B – MATHEMATICS

Goal to Achieve Sub Priority	Please see proficiency goals (above). New Tech will ensure that all students who enter as 9th graders will complete Integrated Math 1-3.
Actions to Achieve Goal	New Tech is actively participating with the Small High Schools' Math Collaborative to improve mathematics instruction. Additionally, New Tech offers after-school tutoring for students who need support facilitated by teachers, other students, and New Tech graduates.
Measurable Outcome	New Tech will ensure that 100% of the students who begin in 9th grade at New Tech will complete Integrated Math 3.
Methods of Measurement	Transcript audit.

SUB-PRIORITY C – SOCIAL SCIENCES

Goal to Achieve Sub Priority	All students will complete 4 years of social science education at New Tech. Students will also successfully learn how to integrate CCSS literacy skills with social science content.
Actions to Achieve Goal	Please see Element 1 for additional details. Students will take the four year rotation of social science classes.
Measurable Outcome	New Tech students will successfully complete all social science classes with a C or better.

Methods of Measurement	Transcript audit.

SUB-PRIORITY D – SCIENCE	
Goal to Achieve Sub Priority	All students will complete three-years of science courses including one Lab course with C or better.
Actions to Achieve Goal	Please see Element 1 for additional details. Students will take regular science classes.
Measurable Outcome	New Tech students will successfully complete three-years science classes with a C or better.
Methods of Measurement	Transcript audit.

SUB-PRIORITY E – VISUAL AND PERFORMING ARTS	
Goal to Achieve Sub Priority	100% of students will have access to a visual and performing arts curriculum which may include music, art, photography, and film.
Actions to Achieve Goal	In addition to traditional arts courses, New Tech encourages all students to integrate the arts into the deliverables portion of any and all projects throughout a student's four-years at New Tech.
Measurable Outcome	100% of students will have access to a visual and performing arts curriculum which may include music, art, photography, and film.
Methods of Measurement	Transcript audit and Defense of Learning Portfolios.

SUB-PRIORITY F – PHYSICAL EDUCATION	
Goal to Achieve Sub Priority	100% of students will have access to physical education to meet at least the state mandated number of minutes and successfully pass all state PE assessments.
Actions to Achieve Goal	All PE classes will be in alignment with state PE standards. Additionally, the New Tech offers intramural sports depending on season that allow students the opportunity to further enrich their physical education.

Measurable Outcome	100% of students will have access to physical education to meet at least the state mandated number of minutes and successfully pass all state PE assessments.
Methods of Measurement	Transcript audit.

SUB-PRIORITY G – FOREIGN LANGUAGES	
Goal to Achieve Sub Priority	100% of students will have access to foreign language classes and will complete the minimum SCUSD graduation requirements.
Actions to Achieve Goal	New Tech offers Spanish 1 and 2. Additionally, students may take other foreign language courses through Aventa as well as the option to take it at Sacramento City College (SCC) through the Early College High School agreement New Tech has with SCC.
Measurable Outcome	100% of students will have access to foreign language classes and will complete the graduation requirements.
Methods of Measurement	Transcript audit.

SUB-PRIORITY H – APPLIED ARTS (GRADES 7-8 ONLY)	
NOT APPLICABLE	

SUB-PRIORITY I – CAREER AND TECHNICAL EDUCATION	
Goal to Achieve Sub Priority	All New Tech students will successfully complete at least one CTE course with a C or better prior to graduation.

Actions to Achieve Goal	All CTE pathways courses have or are in the process of being articulated with Los Rios and approved to meet A-G requirements. All six New Tech pathway courses will meet both criteria before the end of the 2016-17 school year with the support of the Los Rios CTE and the SCUSD CTE offices.
	   o Graphic Arts and Design Pathway
	        ■ Visual Communication
	        ■ Computer Animation
	        ■ Advanced Digital Media
	   o Computer Science Pathway
	        ■ Exploring Computer Science/Robotics
	        ■ Video Game Design and Programming

	▪ Android App and Algorithm Design
Measurable Outcome	All New Tech students will successfully complete at least one CTE course with a C or better prior to graduation.
Methods of Measurement	Transcript audit.

Element 3: The Method by which Student Outcomes are Measured

Approach to Assessment Data: Measuring Student Achievement

New Tech's approach to data is to be as transparent as possible and to engage all stakeholders in viewing the data through the following lens:

- What do you notice when you look at the data?
- What questions does the data make you want to ask?

Additionally, data is emphasized as merely *part* of the inquiry process that helps strengthen a culture of reflection on the campus. Data is not utilized to make judgments about individuals or their efforts. Instead, data is used to help evaluate processes and the overall program, with the ultimate goal being to determine which actions aid in maximizing beneficial outcomes for students.

Beginning in the fall of 2015, the new school leadership initiated exhaustive conversations with all stakeholders regarding qualitative and quantitative data that illustrates New Tech's students, personnel, budget, and program. The conversations are ongoing and New Tech stakeholders are responsible for and have input about every major decision the school has made over the last two years.

One of the best examples of the process is the re-visioning of the school over the first twelve weeks of the 2016-17 school year. The idea to re-vision the school was in response to questions asked after examining the following data: 2015-16 CAASPP data, 2016-17 enrollment data, and projected budgetary deficit created by the 2016-17 carryover into the 2017-18 school budget (due to lower than projected enrollment). Through the process, the school community identified its shared values, vision, and mission.

While all state and federally mandated testing is administered at New Tech, we also utilize New Tech Network assessments and District benchmarks. Furthermore, we believe that teacher and student created performance assessments provide students an authentic opportunity to evidence their learning in a meaningful way.

The Schoolwide Learning Outcomes of Knowledge and Thinking, Agency, Collaboration, Oral Communication, and Written Communication are evaluated in every classroom and form part of the gradebook for every course. In order to assess student learning given limited CAASPP data, New Tech is using Individual Assessments of Knowledge and Thinking (IAKT) and assessing them using the Knowledge and Thinking and Written Communication rubrics produced by the New Technology Network and vetted by the Stanford Center for Assessment, Learning, and Equity (SCALE). An IAKT is an individual writing task completed by students. This encompasses both literacy tasks and College Readiness Assessments (CRA).

- Literacy Task - An individual essay or other significant content-specific writing task completed by students at least once per project and graded against some of the indicators of the Knowledge and Thinking and Written Communication Rubrics vetted by the Stanford Center for Assessment, Learning, and Equity (SCALE).

- CRA - An individual essay or other significant content-specific writing task completed by students at the end of each semester that assesses them on all indicators of the Knowledge and Thinking and Written Communication Rubrics vetted by the Stanford Center for Assessment, Learning, and Equity (SCALE).

The School is continuing to use the Defense of Learning Model to assess growth of students during the 10th and 12th grade years. As a charter member of the California Performance Assessment Collaborative (CPAC) Professional Learning Community, the school is in a continuous cycle of reflection and improvement of the portfolio and defense portions of their Defense of Learning Model.

Beginning in the fall of 2017, New Tech is adding the NWEA Measures of Academic Progress® (MAP®) Assessment in an effort to add a more quantifiable approach to supplement the School's qualitative/rubric based approach to assessment. NWEA MAP is a computer adaptive assessment that measures each student's learning level in reading, language usage, and mathematics (including a Spanish-language version for MAP Mathematics). The assessments are given three times a year, and the individual student data is available for teacher use within 24 hours. New Tech believes the assessment will help teachers better differentiate instruction. These targeted supports will better prepare students for college and career.

Data from State, District, and Site based assessments will be shared with all New Tech stakeholders in a timely fashion (between one-day and one-week of the School receiving the data). The School is currently working with its New Tech Network coach to identify appropriate data protocols the School can use with staff during Summer Institute and CPTs, the staff can use with each other during PLCs, and the School can use with parents during School Site Council, Charter Advisory Board, PTSA, and other parent engagement opportunities. NWEA will be training the staff on protocols to use to improve instruction via the reports that the MAP assessment generates in August of 2017.

Statewide Assessment

New Tech Overall CAASPP/CST Results in Comparison to Similar Schools 2015-16 by Percent Met/Exceeded

	New Tech 2014-15	New Tech 2015-16	State	County	District	McClatchy	Kennedy	Burbank
ELA: SBAC	42%	30%	59%	56%	49%	57%	51%	34%
Math: SBAC	11%	15%	33%	32%	26%	31%	34%	9%
Science: CST	15%	17%	54%	51%	45%	52%	46%	23%

New Tech ELA Sub-Groups CAASPP Results in Comparison to Similar Schools 2015-16 by Percent Met/Exceeded

ELA	New Tech 2014-15	New Tech 2015-16	District	McClatchy	Kennedy	Burbank
Overall	42%	30%	49%	57%	51%	34%
Students without Disabilities	47%	30%	56%	62%	58%	38%
Students with Disabilities	10%	*	8%	7%	7%	3%
Economically Disadvantaged	43%	16%	45%	49%	42%	33%
Not Economically Disadvantaged	39%	58%	62%	69%	64%	40%
FEP & EO	43%	37%	55%	62%	55%	42%
RFEP	28%	8%	62%	59%	64%	54%
EL	*	*	12%	9%	22%	7%
EO	48%	49%	50%	63%	51%	28%
African American	*	*	31%	54%	30%	18%

American Indian	*	*	35%	*	*	*
Asian	*	*	63%	66%	69%	47%
Filipino	*	*	72%	100%	*	*
Hispanic	34%	17%	39%	40%	34%	28%
Pacific Islander	*	*	37%	*	36%	45%
White	54%	*	65%	72%	65%	25%
Two or More Races	*	*	63%	65%	76%	*

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had tested.

New Tech Math Sub-Groups CAASPP Results in Comparison to Similar Schools 2015-16 by Percent Met/Exceeded

Math	New Tech 2014-15	New Tech 2015-16	District	McClatchy	Kennedy	Burbank
Overall	11%	15%	26%	31%	34%	9%
Students without Disabilities	14%	14%	29%	34%	38%	10%
Students with Disabilities	0%	*	3%	3%	3%	0%
Economically Disadvantaged	7%	8%	22%	24%	24%	9%
Not Economically Disadvantaged	17%	28%	39%	43%	48%	6%
FEP & EO	13%	17%	29%	34%	36%	12%
RFEP	11%	8%	34%	39%	38%	17%
EL	*	*	6%	4%	18%	1%
EO	11%	21%	27%	33%	34%	5%

African American	*	*	12%	17%	13	3%
American Indian	*	*	18%	*	*	*
Asian	*	*	41%	48%	54%	15%
Filipino	*	*	40%	45%	*	*
Hispanic	8%	11%	16%	14%	18%	7%
Pacific Islander	*	*	14%	*	27%	17%
White	9%	*	40%	48%	38%	0%
Two or More Races	*	*	37%	35%	52%	*

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had tested.

New Tech API Results in Comparison to Similar Schools

API	New Tech	Met Growth Target	District	McClatchy	Kennedy	Burbank
Base: 2013-14	732	Yes	760	753	745	678
Base: 2012-13	719	Yes	770	771	761	668
Base: 2011-12	699	Yes	760	762	761	677
Rank - Overall: 2013-14	4	NA	NA	5	5	2
Rank - Overall: 2012-13	3	NA	NA	6	5	2
Rank - Overall: 2011-12	3	NA	NA	6	6	2

Rank - SS: 2013-14	7	NA	NA	2	4	8
Rank - SS: 2012-13	6	NA	NA	3	6	6
Rank - SS: 2011-12	4	NA	NA	4	6	7

New Tech Graduation/A-G Completion/College Readiness Results in Comparison to Similar Schools

Graduation/A-G/ College Readiness	New Tech	District	McClatchy	Kennedy	Burbank
Graduation Rate: 2014-15	91.1%	80.3%	90.6%	88.4%	86.2%
Graduation Rate: 2013-14	91.1%	85.0%	90.2%	92.6%	87.6%
A-G Requirements Met: 2014-15	87.8%	45.8%	48.0%	47.6%	54.1%
A-G Requirements Met: 2013-14	68.3%	44.6%	53.9%	48.4%	50.7%
SAT Participation 2014-15	61.2%	39.9%	43.7%	50.4%	44.4%
SAT Participation 2013-14	51.0%	41.8%	45.6%	56.4%	44.0%
SAT 1500+ 2014-15	26.7%	33.2%	58.4%	42.8%	10.7%
SAT 1500+ 2013-14	4.0%	37.0%	64.2%	42.1%	8.3%
ACT Participation 2014-15	20.4%	25.0%	23.1%	27.4%	35.6%

ACT Participation 2013-14	38.8%	27.4%	23.2%	28.2%	37.9%
ACT 21+ 2014-15	*	38.9%	77.8%	46.9%	14.0%
ACT 21+ 2013-14	5.3%	40.4%	70.5%	54.8%	10.3%

New Tech CELDT

CELDT	2014-15	2013-14	2012-13
Reclassification	0	20	20
Advanced	0	7	13
Early Advanced	17	16	16
Intermediate	16	12	13
Early Intermediate	3	2	2
Beginning	0	1	3
Number Tested	36	38	47

Academic Performance Criteria

A charter school must provide documentation with its petition for renewal showing that it has satisfied at least one of the academic performance criteria specified in Education Code section 47607, subdivision (b). These academic performance criteria are:

A. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

B. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

C. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

D. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the

academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. This determination shall be based upon all of the following: a) documented and clear and convincing data; b) pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program for demographically similar pupil populations in the comparison schools; and c) information submitted by the charter school.

While the aforementioned requirements are still provided in statute, the State Board of Education suspended calculation of the API on March 13, 2014. As a result, the California Department of Education ("CDE") has acknowledged that a charter petition for renewal may also satisfy the academic criteria performance requirement by using one of the following alternative measurements:

- The most recent API calculation; or

- The average of the three most recent annual API as calculated and posted by the CDE; or

- An alternative measure that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

(Assembly Bill 484 Education Code sections 52052(e)(2)(F) and 52052(e)(4)).

New Tech met its API Growth Target for the last three years that API was reported (2011-2012, 2012-2013, and 2013-2014) satisfying criteria A above. Additionally, New Tech had an overall rank in decile 4 and a similar school rank in decile 7 on the API in the prior year (2013-2014 is the most recent prior year reported by the state). Both of these ranks fulfill criteria B and C above. With regard to criteria D, the data table *New Tech API Results in Comparison to Similar Schools* provided in this petition shows that New Tech's overall rank and similar school rank relative to its three comparison SCUSD schools is either similar or greater by comparison.

Additional Assessment Data

The New Tech Community believes that a multiple measure approach is essential to determine the effectiveness of its program. Therefore, the following is data regarding school culture, student discipline, college enrollment and persistence of New Tech graduates, and student growth towards college and career readiness.

Percent of Students Reporting Positive Feelings About Each Element of School Culture	2013-14	2014-15	2015-16
School Connectedness	70%	79%	78%
Learning Experience	67%	64%	62%
Rules and Discipline Processes	51%	64%	66%
Peer Relationships	60%	79%	78%
Adult Relationships	74%	82%	83%
College and Career Ready	62%	68%	69%

Suspension/Expulsion Data	2012-13	2013-14	2014-15	2015-16	2016-17
Unduplicated Count of Students Suspended	21	23	29	22	4
Number of Suspensions	35	36	49	25	5
Total Number of Days Suspended	98	83	109	54	6
Number of Expulsions	0	1	1	1	0

College Enrollment & Persistence	2013-14	2014-15	2015-16
2 and 4-year College Enrollment	71%	76%	86%
2-year College Enrollment	55%	44%	62%
4-year College Enrollment	16%	32%	24%
2 and 4-year College Persistence	78%	95%	90%
2-year College Persistence	67%	97%	86%
4-year College Persistence	91%	89%	95%

CWRA+ Results	2014-15		2015-16	
	Mean Score	Gain in % Between 9th & 12th	Mean Score	Gain in % Between 9th & 12th
New Tech	813 (9th)	**49%**	836 (9th)	**37%**
	1009 (12th)		985 (12th)	
	196 (Growth)		149 (Growth)	
All New Tech Network Schools	864 (9th)	30%	863 (9th)	23%
	983 (12th)		970 (12th)	
	119 (Growth)		107 (Growth)	
All CWRA+ Schools	981 (9th)	14%	981 (9th)	14%
	1058 (12th)		1058 (12th)	
	77 (Growth)		77 (Growth)	
The mean score for College Freshmen taking the CLA (college equivalent of CWRA) is 1032.				

Accountability Progress Reporting

New Tech annual reports to the District and the New Tech Community through the its Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA) and School Accountability Report Card (SARC) in accordance with the timelines established by the District. Additionally, the school assists as required to ensure accurate reporting by the District to the California Department of Education for all purposes including CALPADS reporting.

Data Driven Instruction and Staff Development

Through the reflective process the school underwent to prepare for its Mid-Cycle WASC visit in January of 2017 and this Charter Renewal Petition, New Tech students, parents, teachers, and administration identified that the use of formative assessment to guide instruction has not been a foundational element of the school's PBL model. The school has learned that many NTN schools have difficulty with the "middle" of the project cycle and even greater difficulty identifying what the students learned and where they struggled on a daily basis. With the support of the District, the ELA coach, the Equity coach, the NTN, the NTN site coach, the former NTN site coach, and administration, the school is committed to engaging and learning about how to effectively use

formative assessment on a daily basis within the PBL model. When the staff does master the "art and science" of checks for understanding in a PBL world, it looks forward to sharing its learning and journey with others in the NTN and the District.

In the three previous school years, the NTN school culture survey revealed that students felt most positively about their relationships with adults on the campus: 74%, 82%, and 83% respectively. During the same time, two of three years students indicated that the indicator that they felt the least positive about was the learning experience: 67%, 64%, 62%. This means that, while two-thirds of students annually felt positive about the learning experience, one-third felt something was missing. Further, this was the only indicator that decreased in each of the three previous years. The following additional indicators suggest that the way New Tech prepares its students is an area of critical learner need:

- Currently one in three students achieves the College Board's target composite SAT score. This data also may suggest the need to reimagine the way math is taught.
- Approximately 9% of the 12th grade class does not graduate high school in four years.
- ELA and Math CAASPP data indicates that the top performing students significantly outperform the students in the following subgroups: (a) Students with Disabilities; (b) Economically Disadvantaged; (c) EL students, including those who have been reclassified; (d) Parents not a HS Graduate; and (e) Parents a HS Graduate but did not attend college. This data also may suggest the need to reimagine the way math is taught.
- New Tech's CWRA+ mean score is below the mean score for College Freshmen taking the CLA (college equivalent of CWRA). This indicates that the average New Tech senior is slightly less prepared than the average college freshman.
- Only one in five New Tech graduates earns a postsecondary degree.

Furthermore, while a direct correlation cannot be made between the learning experience and the schools decline in enrollment, New Tech's stakeholders are committed to providing a challenging learning experience that is supportive and engaging. By improving the learning experience, this may prevent the loss of enrollment between the sophomore and junior year and between the junior and senior year.

In an effort to support New Tech teachers with the above finding, the school has recently started working in PLC teams and beginning in January of 2017 the teachers will have two CPTs per week on Monday and Thursday morning. These actions are in addition to the school's regular release days and professional development opportunities through the District, the NTN, and the school including the school's Summer Institute for all New Tech staff.

Reporting of Data

New Tech uses the District tool, Infinite campus, for reporting final grades, attendance, discipline, etc, all of which is aggregated by the District for reporting purposes. Should the District require reporting via a different mean, New Tech will comply in a timely manner.

Grading Policy

Grades are issued four times each school year for yearlong classes. Semester long double blocked classes award credits each quarter. Quarter grades are "progress" grades in all other classes and are not permanently recorded (except for Semester double blocked courses). Semester grades are permanent grades that are recorded and earn credits. The semester grade is the total of the grade of the two quarters. Students are expected to pass all classes with a C or better. Students who do not meet proficiency will receive a No Mark (NM). Students who fail any portion of a class will be required to make up the course via an incomplete contract or by retaking the course.

A = 90–100%
B = 80–89%
C = 70–79%
NM = 0–69%

Notice of Impending Failure

If a student is in danger of failing at any grading period, the teacher will issue A NOTICE OF IMPENDING FAILURE/Progress Report no later than fifteen instructional days before the end of that grading period. A failure to issue the notice means that the student will receive full credit for the course, except under the conditions established in an incomplete contract which could have failing as the predetermined grade in case the conditions of the contract are not met by the student.

Element 4: Governance Structure

New Tech is a dependent charter of the Sacramento City Unified School District (the District). As a dependent charter, the school functions as a legal arm of the District. Ultimate control over the school will rest 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 has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
- selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

When making material revisions to the charter, the School will submit revisions for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Upon approval, such policies shall be deemed a material revision of the charter. The School understands that not all policies and revisions constitute a material revision. However when the School is in doubt, it will communicate with the District to ensure that revisions are handled appropriately.

New Tech has an established Charter Advisory Board (CAB). The CAB's composition will include the principal, teachers and other staff, parents, and may also include community members and students. The CAB will develop a set of comprehensive, written bylaws that document the CAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The CAB will ensure parents of the students will be actively involved in the governance of the school through parent leadership on the CAB, participation on School Site Council (SSC), parent surveys and questionnaires, interviews, involvement on action teams, and and through the PTA. New Tech involves parents in creating a vision, maintaining their input for plans for school-wide change, and is actively involved in a culture which supports parental participation in monitoring and ensuring progress for student achievement.

The School does have an active School Site Council made up of 12 members with the composition made up of certificated, classified, student, parent, and administration representatives as outline by California statute.

Element 5: Employee Qualifications

Every teacher holds a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing. All documents are maintained on file by the District Human Resources Department. All New Tech teachers are appropriately credentialed so that they may teach all students, including English Language Learners. In addition, two full time credentialed special education teachers serve the student population. Teachers who have taught in urban settings, and who have successfully worked with students of diverse backgrounds will be actively recruited.

Teacher Qualifications and Expectations:

- possession of a valid Teaching Credential;
- knowledge, skill, and ability in successfully teaching content standards using PBL methods;
- willingness to participate in New Tech Network training and other District sponsored training throughout the school year;
- ability to work according to a master schedule and collaborate productively with other teachers in PLCs and during CPT;
- ability to teach New Tech SLOs in a PBL environment;
- engage in the analysis of student work and achievement data in order to align their instruction;
- willingness to collaborate in order to create and implement integrated projects;
- demonstrate a commitment to push students to exceed state content standards;
- demonstrate a willingness to work several days of PD in the summer;
- willingness to cooperate with businesses, colleges, and community partners;
- willingness to be observed by other teachers and outside educators;
- work collaboratively in an advisory period designed to offer special assistance to students and build community;
- an understanding that their role as advisor is to be teacher, mentor and counselor to his/her advisory students;
- willingness to commit to the four year rotation with the same group of advisory students.

Instructional Leader Qualifications and Expectations:

- possession of a valid Administrative Services Credential;
- active participant in New Tech Network leadership development activities;
- demonstrate leadership in implementing and monitoring New Tech program;
- demonstrate leadership in monitoring content standards;
- willingness to actively participate in, and lead, training sessions for the staff;
- knowledge of, and ability to, independently work in a small learning environment;
- willingness to demonstrate PBL methods in a classroom setting;
- knowledge of creating a master schedule;
- ability to work in teams, lead action teams, and monitor school progress;

- demonstrate the ability to analyze and interpret data;
- willingness to act as Design Coach, Literacy Coach, or Math Coach;
- willingness to be held accountable for the implementation of the New Tech educational philosophy
- demonstrate commitment to working a longer school day and year; and
- work actively with parents and students to ensure a climate of academic achievement and college preparedness.

All instructional support and non-instructional support employees are either employees of the District or contracted by the District through a third-party vendor. As such, they are required to meet the basic work requirements as set out by the District and the classified Bargaining Unit or between the District and its contracted vendors. All applicable requirements for employment under the law will be met.

Element 6: Health and Safety Procedures

New Tech has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies shall be developed in consultation with the Sacramento City Unified School District. The policies address the following topics:

- immunizations of students to the extent required for enrollment in non-charter public schools;
- procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- the prevention of contact with blood-born pathogens;
- encouraging instructional and administrative staff to receive training in emergency response, including "first responder" training or its equivalent;
- the administration of prescription drugs and other medicines;
- the housing of New Tech in District facilities or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;
- Establishing New Tech as a drug, alcohol, and tobacco free school and workplace;
- constant supervision by the classroom teacher, or designated personnel, for all guest; lecturers and volunteers;
- the utilization of security personnel and school monitors;
- a requirement for all visitors to sign in at the reception desk and wear a automatically generated visitor's badge at all times while on the New Tech campus;
- the establishment of a safe place off the grounds to move the students in the event of danger;
- all staff will follow the District's guidelines and be tested for tuberculosis;
- the School will require criminal background clearances from all employees, in accordance with the requirements of the Education Code, and will comply with District policies and procedures;

- the School will provide required vision, hearing, and scoliosis screening as required of charter schools to the same extent as would be required if pupils attended a non-charter public school;
- the School works annually with the District's Safe Schools Manager to develop and update its comprehensive school safety plan, as set forth in Education Code sections 32280-32289;
- the School annually uploads its comprehensive school safety plan into the District's Rapid Responder system for verification by the Safe Schools Manager, maintains a physical copy of the comprehensive school safety plan in the front office, and shares an electronic version of the plan with School staff;
- the School conducts earthquake, fire, lockdown and shelter-in-place drills, as set forth in Education Code sections 35297, 32001, and District policy and these drills are recorded in the District's Rapid Responder system for verification by the Safe Schools Manager;
- the School will comply with the California Healthy Youth Act through a two-week District developed unit taught in the New Tech Biology course;
- the School provides all students with health insurance notifications during orientation in August and during new student intake meetings;
- the School received District provided epinephrine pens ("Epi-Pens") and training to specified staff, as set forth in Education Code section 49414, and all staff are aware of the location of Epi-Pens in the front office;
- the School provides staff with mandated reporter training and all other mandated trainings during the School's Summer Institute in August the week before school starts.

These policies will be incorporated, as appropriate, into the New Tech student and staff handbooks.

Element 7: Racial and Ethnic Balance

New Tech is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

New Tech recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the District.

While New Tech cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to achieve a racial and ethnic balance among its students that is reflective of the District, New Tech implements broad-based recruiting methods that include, but are not limited to, the following:

- An enrollment process timeline that allows for a broad-based recruiting and application process;
- District-wide advertising of New Tech's program and enrollment procedures;

- The scheduling of open houses, art shows, exhibitions, shadow days, visitation days, informational seminars and prospective parent nights, and activities during the school year where the community is invited in to learn about the school's instructional and operational philosophy;
- Presence at all District and middle school sponsored outreach events;
- Targeted outreach efforts to specific populations via neighborhood groups, and community organizations;
- Work with the District's Family and Community Empowerment department to address specific ethnic and cultural diversity issues;
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the districts of the various feeder charter schools and in the authorizing district, including Spanish language materials as needed;
- New Tech student involvement in the community through off-campus learning and mentoring;
- The advertisement of outreach activities on its website, social media, through community newsletters and in local newspapers, ethnic radio broadcasts, as appropriate;
- Ongoing review of demographic data in the communities served to identify any additional outreach needed;
- Presence at local festivals such as Race for the Arts.

New Tech believes that these activities will attract a broad base of applicants, and will review annually these outreach measures to consider any improvements necessary for the following year of operation. Already through this renewal process, the school is developing a collaborative with The Met and Carver to improve outreach and recruitment efforts.

Prior to the 2013-14 school year, the school maintained an annual enrollment of slightly over 300 students. Since that time, the school has experienced a decline in enrollment and currently serves 187 students. Despite the decline in enrollment, the school has maintained ethnic and subgroup demographics that closely mirror that of Sacramento City Unified School District with a few exceptions. The school serves fewer Asian students and more Hispanic students proportionally than SCUSD. Additionally, the school serves a slightly higher percentage of Special Education students than the District. The student body is 70% Free and Reduced Lunch and receives additional Title I funds to support the students and their families.

New Tech intends to work with the District's Chief Communications Officer to develop a plan to achieve racial and ethnic balance reflective of population residing within territorial jurisdiction of the District.

New Tech Enrollment by Grade	2012-13	2013-14	2014-15	2015-16	2016-17
9th	96	79	60	55	41
10th	78	97	85	59	52
11th	62	54	82	65	43
12th	67	49	49	59	51
Total Enrollment	304	279	276	238	187

New Tech Enrollment by Ethnicity	2014-15	2015-16	2016-17	SCUSD 2016-17
American Indian	1%	1%	1%	1%
Asian	5%	3%	5%	20%
Black	13%	15%	14%	14%
Hispanic	58%	58%	60%	40%
White	18%	20%	17%	18%
Two or More Races	5%	3%	3%	7%

New Tech Enrollment by Subgroups	2015-16	2016-17	SCUSD 2016-17
English Learner	15.1%	22.1%	18.3%
Foster Youth	0.8%	1.6%	0.6%
Free & Reduced Lunch	71%	70%	*
Homeless	0%	0%	0.7%
Socioeconomically Disadvantaged	75.2%	41.6%	42%
Special Education	12.6%	16.3%	11.8%

Element 8: Admissions Requirements

Students will be considered for admission to New Tech without regard to race, ethnicity, national origin, primary language, gender, disability, or achievement level. Students interested in New Tech will be required to adhere to the expectations set out by the school. New Tech will honor the right granted to parents under Education Code 60615 to seek a waiver of state and federal testing.

Every participating student is requested to attend a "shadow day" at the school. Additionally, we strongly encourage that a parent or guardian come to an orientation following the student's shadow day. All parents and students sign the last page in the New Tech Student Handbook which outlines the duties and responsibilities of all community members. Shadow days are highly recommended, however they are not a requirement for enrollment.

Admission to New Tech is based on a public lottery. If the number of applications exceeds enrollment capacity at the registration deadline, the third Wednesday in February, a lottery must be held. Students who are not chosen for admission through a lottery process will be placed on the waiting list based on lottery results.

If enrollment capacity is not filled by the registration deadline, then students are accepted until capacity is reached. All students applying after the lottery process has occurred will be placed on the waiting list in the order that their enrollment packet is submitted. As space becomes available, students will be offered enrollment based on their position on the waiting list.

In the event of a lottery, admission to New Tech is given the following priority:

1. Siblings of currently enrolled students;
2. Children of New Tech founders and teachers;
3. Sacramento City Unified School District students;
4. Any student in California.

Steps for Acceptance/Enrollment:

1. Family fills out an application and provides basic information.
2. Family fills out an enrollment packet once accepted. They will provide necessary records and authorize to school to request records from the previous school. Additionally, the family must provide information about IEP's, 504's, and current expulsions from another school.

Element 9: Annual Financial Audits

The school's budget and funds are 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. See approved One Stop 2016-2017 budget in Appendix E.

Unrestricted Ending Fund Balance

Fiscal Year	Amount
2011-2012	($28,408.65)
2012-2013	($11,049.92)
2013-2014	$61,092.97
2014-2015	($63,926.01)
2015-2016	($172,085.36)

New regulations governing charter renewals specifically state that when reviewing a charter renewal petition, chartering authorities "shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (5 C.C.R. 11966.4(b)(1).)

New Tech and District staff have identified concerns regarding the School's finances. As indicated above, the School's unrestricted fund balances for the 2014-2015 and 2015-2016 years show a negative fund balance. The deficit in the two most recent years shown is directly correlated to a decline in enrollment and a lack of understand of the charter budget process by the previous two administrations.

The School's current administration with the support of the Superintendent's Office is currently engaged in working with District Cabinet to develop a short-term plan to enroll 70 to 90 freshman in the fall of 2017 and a long-term plan to enroll 90-120 freshman annual with the goal of ⅓ of students coming from out of district. These efforts, combined with New Tech's commitment to maintaining a fiscally responsible FTE for the site based on its actual enrollment will ensure that the site quickly works towards fiscal solvency.

Element 10: Suspension and Expulsion Procedures

New Tech follows the student suspension and expulsion policies of the Sacramento City Unified School District.

New Tech will maintain a safe learning environment while balancing a student's right to due process. The New Tech Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement will be written, to be signed by student, parent/guardian, and executive director, outlining future student conduct expectations, timeliness, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

The principal may, pursuant to the school's adopted policies, discipline and ultimately suspend or recommend expulsion students who fail to comply with the terms of a remediation contract. New Tech's vision to support the unique needs of every student will guide discipline decisions and individual circumstances will be taken into account in an effort to correct unwanted behavior, repair harm to individuals and the community, and curtail further incidents. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled according to ed. code sections: 48900-48927. The school will notify the Behavior Office at SCUSD and include suspension and expulsion data in its annual School Accountability Report Card provided to the District.

In accordance with the law, New Tech will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

New Tech will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the authorizer and the charter school.

Behavior expectations for students short of suspension and expulsion will be further developed in collaboration with New Tech staff and approved by the board of directors. The expulsion/suspension of a student will be considered in compliance with New Tech policy and procedure. New Tech students may be suspended or expelled for persistent non-compliance with the terms of the charter contract, or for any of the reasons enumerated in California Education Code 48900- 48915.

There are specific rules for suspending or disciplining a student with disabilities. Generally, 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 the child.

New Tech's policies and rules are distributed in the form of a Student Handbook to every student at the beginning of the school year and are posted on the school website.

Suspension and Expulsion Data

Suspension/Expulsion Data	2012-13	2013-14	2014-15	2015-16	2016-17
Unduplicated Count of Students Suspended	21	23	29	22	4
Number of Suspensions	35	36	49	25	5
Total Number of Days Suspended	98	83	109	54	6
Number of Expulsions	0	1	1	1	0

Over the past four years, an average of 24 students per year were suspended. During that same time, the school had four different principals. In the 2015-16 school year, the school principal introduced *Restorative Practices* to students, parents, staff, and teachers. As the table above shows, the school significantly reduced the incidents of suspension and the total days of suspension. Of the 22 students suspended in 2015-16, only 3 students were suspended twice and no student received more than two suspensions. As of December 16, 2016, the last day of the first semester, only three students have been suspended once each and one student suspended twice, resulting in a total of six days of absence due to suspension. The 2016-17 suspensions have all been related to horseplay that escalated and resulted in inappropriate physical touching between students. As part of New Tech's Vision and the *Restorative Practices* model, students, parents, staff, teachers, and administration make a commitment that when poor choices occur, the goal is to respond with an intention to assist everyone involved, including any alleged perpetrators. This commitment has helped the school keep students in classrooms and confront the underlying reasons for their consequential actions.

Element 11: Retirement Programs

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.

Element 12: Public School Attendance Alternatives

Students who opt to leave New Tech may attend other district of residence schools, or pursue an inter-district transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to New Tech does not guarantee the right of any student into any other school of the District.

Element 13: Employee Return Rights

As a dependent charter school, the staff of New Tech are employees of the District and do not need to leave the District to work at New Tech. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools.

As District employees, faculty and staff at New Tech:

- are part of the collective bargaining unit;
- may resume employment within the District if they leave New Tech;
- 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 PRS per SCUSD policy.

Element 14: Dispute Resolution

The intent of this dispute resolution process is to (1) resolve disputes within the school 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 New Tech staff, The New Tech Charter Advisory Board (CAB), and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and CAB members of the school, shall be resolved pursuant to policies and processes previously established by the District.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have 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 members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principal of the school. In the event that the District 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 the 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 members from their respective boards who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the school and the District jointly agree to bind themselves. Each party shall bear their own costs of participation in the dispute resolution process.

Element 15: Public School Employer

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 "Small High School".)

Element 16: Closure Procedures

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

Conclusion

The entire New Tech community is honored to have the opportunity to apply for renewal of the charter school that would like to continue to serve families in the Sacramento City Unified School District and neighboring districts. We are proud to be partners with SCUSD in offering the highest quality high school education for all students.

By approving this charter for Sacramento New Technology High School, Sacramento City Unified School District will fulfill the intent of the Charter Schools Act of 1992 to improve student learning, create new professional opportunities for teachers, provide parents and students with expanded choices in education, and follow the directive of law to encourage the creation of charter schools. The New Tech Community of Petitioners is eager to continue to work cooperatively with SCUSD to establish excellence in education. To this end, we pledge to continue to work as partners with the SCUSD to respond to any concerned regarding this document and to present the District with the strongest proposal requesting a five year terms from July 1, 2017 to June 30, 2022.

Signatures of Petitioners

Charter Renewal of
Sacramento New Technology High School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the continued operation of Sacramento New Technology High School. Sacramento New Technology High School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

By the Lead Petitioner:

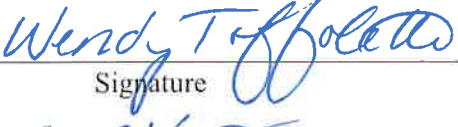_Kenneth Durham_   1/17/2017
Name (please print)   Signature   Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

By the Petitioners:

Yvette Acquisto   1/17/2017
Name (please print)   Signature   Date

Christine Baker   1/17/2017
Name (please print)   Signature   Date

Jennifer Coyle   1/17/2017
Name (please print)   Signature   Date

Emily Gillespie   1/17/2017
Name (please print)   Signature   Date

Estela Heringer   1/17/2017
Name (please print)   Signature   Date

Jerry Huang   1/17/2017
Name (please print)   Signature   Date

Zac Jereb   1/17/2017
Name (please print)   Signature   Date

Jerry Kushner

Name (please print)   Signature   1/17/2017

                                                                                     Date

Paolo Legaspi

Name (please print)   Signature   1/17/2017

                                                                                     Date

Dale Means

Name (please print)   Signature   1/17/2017

                                                                                     Date

Alannbert Millendez

Name (please print)   Signature   1/17/2017

                                                                                     Date

Robert Richardson

Name (please print)   Signature   1/17/2017

                                                                                     Date

Pamela Tateishi

Name (please print)   Signature   1/17/2017

                                                                                     Date

Wendy Toffoletti

Name (please print)   Signature   1/17/2017

                                                                                     Date

Senna Vasquez

Name (please print)   Signature   1/17/2017

                                                                                     Date