



Public Hearing on Charter Renewal: Sacramento New Technology Early College High School

Board Meeting
March 6, 2025
Agenda Item No. 11.2

Presented by:

Amanda Goldman, Ed.D., Director II, Innovative Schools
Jessica Martin, Principal

Public Hearing to Consider Support for Renewal Petition

On **January 31, 2025**, **Sacramento New Technology Early College High School** submitted a petition to renew its charter. It is requesting to renew the term of its charter, which expires on **June 30, 2025**. The purpose of the public hearing is to consider the support for the petition from the district's teachers, other employees, and parents. **Sacramento New Technology Early College High School is a Locally-Funded or “Dependent” Charter School Authorized by the Sacramento City Unified School District.**

Staff are currently reviewing the submitted petition. Following the review of the petition and this public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition. That decision is scheduled to occur at either the **April 3rd or April 10th, 2025**, board meetings. The governing board of the school district shall publish all staff recommendations, including the recommended findings, at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. Staff is scheduled to publish this report by **March 19, 2025**.

The school leader will be given the remainder of this agenda item to present to the Board.

Public comment and Board discussion will follow.



Where EVERYONE goes to College



VISION

To bridge the gap between high school and higher education for ALL students, equipping students with the skills, knowledge, and confidence to become responsible, engaged leaders in their communities and beyond and to navigate their future pathways successfully.

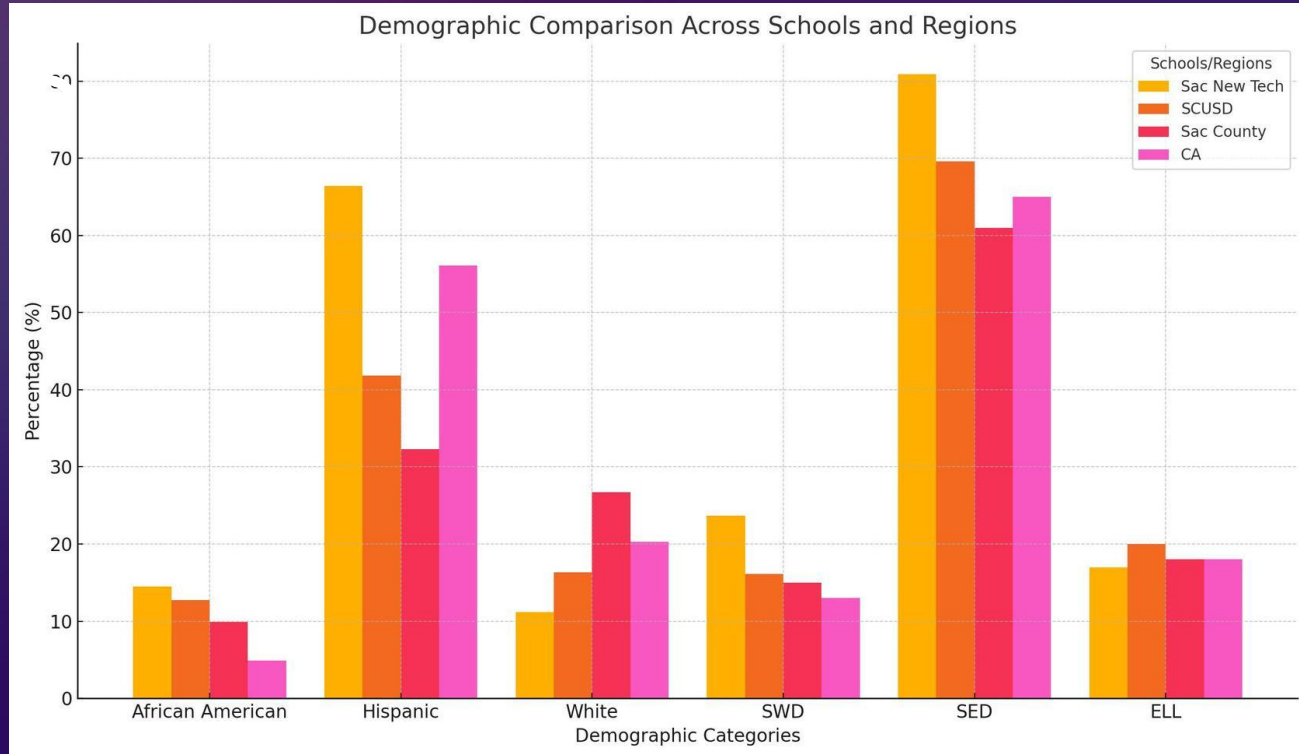


MISSION

Our mission is to empower students through project-based learning that cultivates a culture of inquiry and nurtures lifelong learners who are ready to tackle real-world problems. We are dedicated to fostering an environment where students can explore their passions, develop practical skills, and prepare for academic and career success in a global society. We are committed to transforming education by providing engaging learning experiences that challenge students to think critically and work collaboratively.



DEMOGRAPHIC



LEARNING BEST OCCURS WHEN...



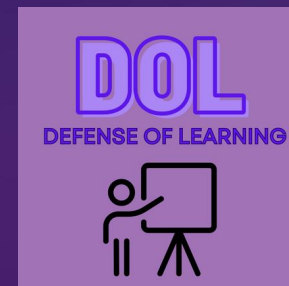
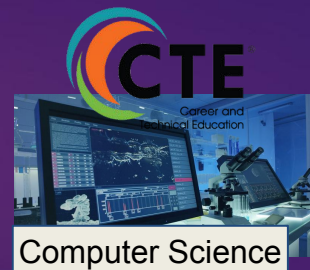
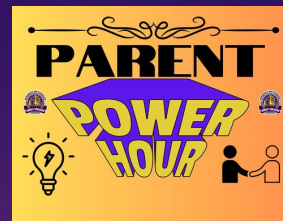
...STUDENTS ENGAGE IN **REAL-WORLD PROJECTS** THAT CONNECT ACADEMIC CONTENT TO MEANINGFUL APPLICATIONS, EMPOWERING THEM TO THINK CRITICALLY AND SOLVE COMPLEX PROBLEMS.

...STUDENTS HAVE ACCESS TO **EARLY COLLEGE** OPPORTUNITIES AND EXTRA SUPPORT THAT CHALLENGE THEM ACADEMICALLY AND PROVIDE A HEAD START ON THEIR FUTURE CAREERS AND HIGHER EDUCATION PATHWAYS.



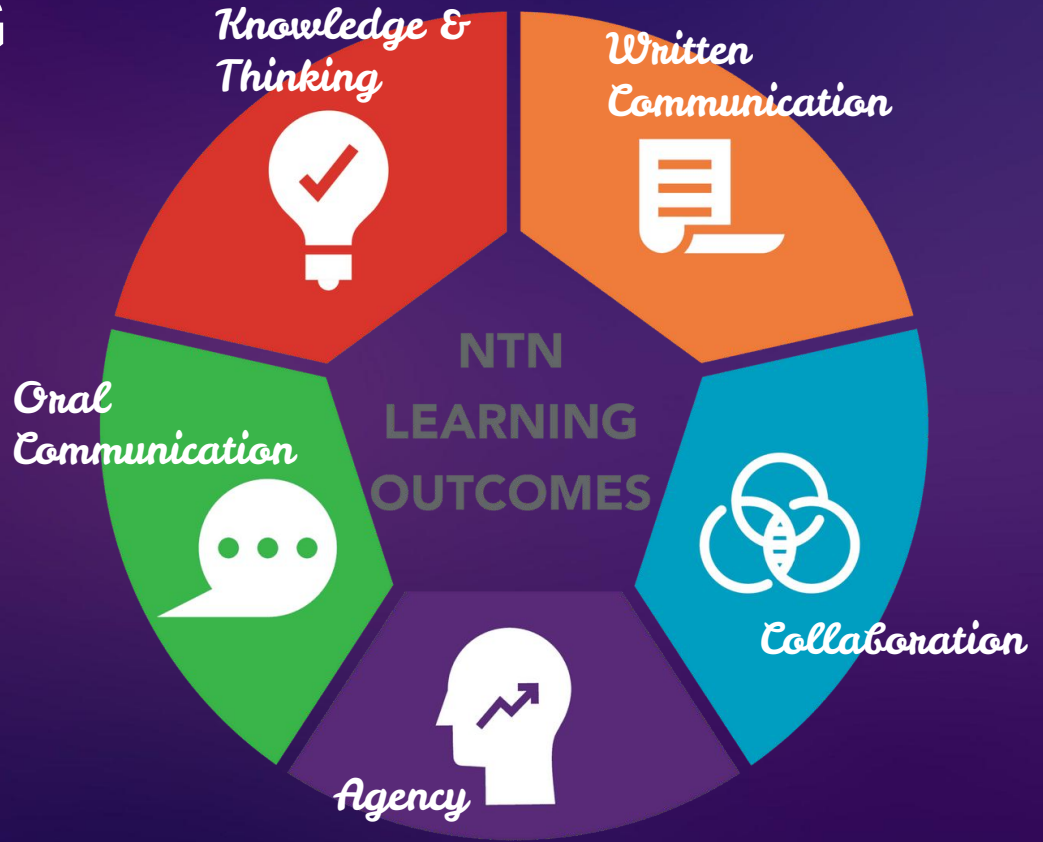
...A **SMALL, SAFE SCHOOL** ALLOWS FOR PERSONALIZED LEARNING, STRONG RELATIONSHIPS WITH EDUCATORS, AND COLLABORATIVE EXPERIENCES THAT BUILD BOTH ACADEMIC SKILLS AND CONFIDENCE.

KEY PROGRAM ELEMENTS



DESSERT "DOING A PROJECT"	PBL	MAIN COURSE PROJECT BASED LEARNING
An add-on to the traditional instruction; at the end (or alongside) of the unit		Instruction integrated into the project (The project is the unit!)
Follows direction of the teacher		Driven by student inquiry
Focused on product		Focused on product and process
Often unrelated to standards and skills		Aligned to academic standards and success skills
Can be completed alone and/or at home		Involves collaboration with students and in-class guidance from teacher
Remains within the school world		Has a real-world context and application
End result of project displayed in the classroom		Results of project shared beyond the classroom with a public audience

OUR 5 LEARNING OUTCOMES



The Four Pillars of Sac New Tech



CULTURE & CLIMATE

Heatmap

Annual Student Culture/Climate Survey (Gr 7-12)

#9 - Nov 20, '24 - Dec 21, '24

	All students (129 (57%)	Two or more races (9 (39%)	White (6 (36%)	Male (75 (66%)	Is Hispanic (4 (22%)	IEP (26 (23%)	Is English Learner (24 (20%)	Female (30 (26%)	Black (17 (15%)	Migrant (1 (100%)	Asian (1 (100%)	Pacific Islander (1 (100%)
Overall	86	79	80	84	84	85	85	87	95	100	100	100
Self Regulation	78	63	67	75	77	86	87	82	92	100	100	100
Anti Bias / Anti Racist	82	67	78	81	82	80	80	84	89	100	100	100
Community Circles	83	88	67	81	82	86	78	84	92	100	100	100
Recognition of Emotions	84	75	83	84	81	80	87	83	100	100	100	100
Well Being	85	75	78	84	84	86	81	86	92	100	100	100
Safety	86	83	78	83	84	76	75	90	94	100	100	100
Belonging	88	88	89	86	85	88	85	89	97	100	100	100
Gratitude	88	94	75	85	87	93	91	94	100	100	100	100
Predictability	89	81	83	87	89	94	97	91	94	100	100	100

Kelvin Pulse Surveys

Informative and Continuous
Check-ins with Students



1. What's something about the school that you look forward to? What makes it important to you?

Most students responded with a specific reason for wanting to come to school, whether it is relationships (friends/ teachers) or academics (grades/ graduation).

2. What subjects or activities feel most connected to your life outside of school? Why?

Most students responded with connections to things they actually do like reading, playing, etc., instead of speaking to things that connect to who they are as a person (identity) and /or future goals.

3. Can you share a moment at the school where you felt a strong emotion - positive or negative? What led to that feeling?

Students spoke to mixed experiences/ emotions such as feeling: "worried, unsafe, happy, funny, tired and nervous."

4. How would you describe the atmosphere in your classes? How does that make you feel about participating?

Most students gave a positive response in regard to the atmosphere of the classroom environments, generally speaking they feel welcome and comfortable.

5. Is there anything your teachers do (or could do) to help you feel more supported in your learning?

Students spoke about needing thorough explanations of assignments and expectations. As well as making lessons more interesting, interactive and engaging.

6. What types of activities or teaching styles help you learn best? What doesn't work as well for you?

Students said they learn best with: Doing assignments on paper, engaging/ interactive lessons and or activities, clear expectations, thorough explanations of lessons, group work and research.

And these things do not work for them: Lack of explanation, low motivation of teachers and lecturing / talking at type of instruction.

7. If you could change one thing about your school experience to make it better for you and others, what would it be?

Changes suggested: More structure; clear expectations, more breaks, learn about culture in the classroom instruction and alternative assessments to DOL.

Empathy Interviews &
Listening Sessions

Principal's Advisory Committee

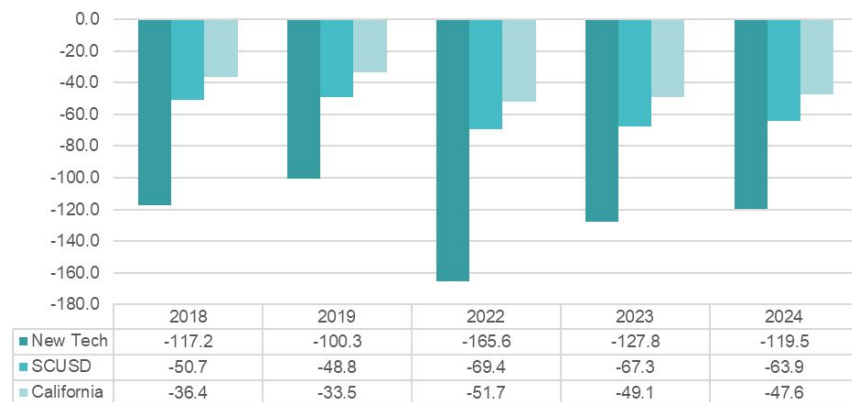
Miranda N, Adam V, Dylan G, Fernando R, & Mekhi D

ACADEMIC GROWTH (ELA & MATH)

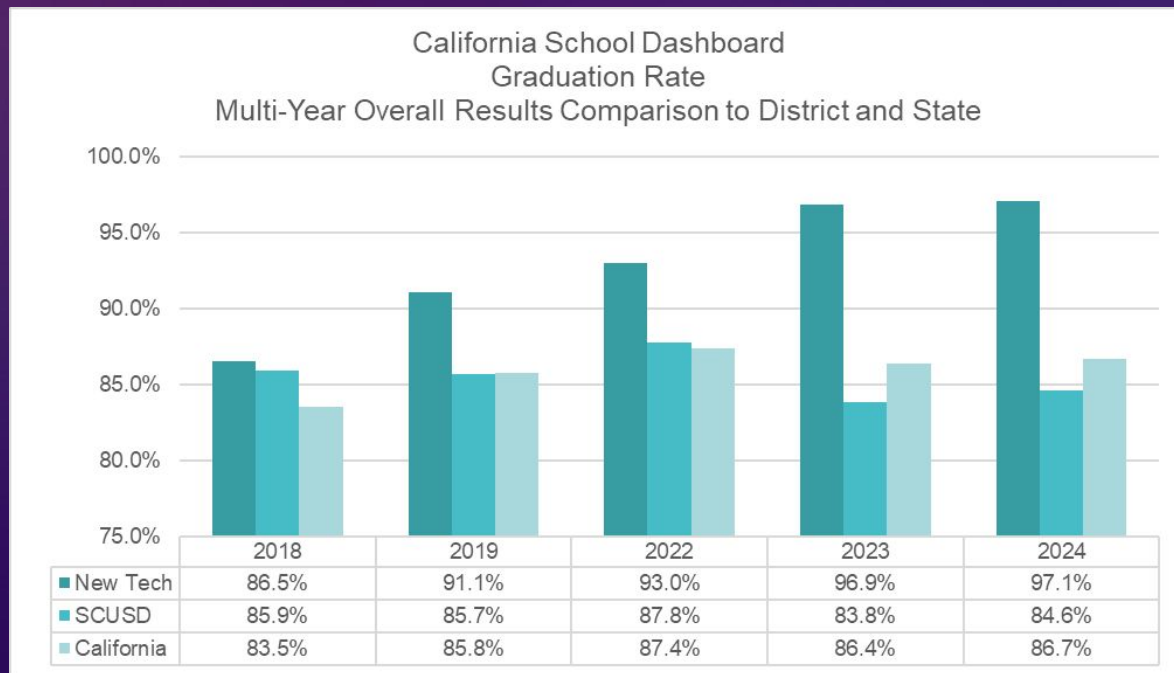
California School Dashboard
English Language Arts Distance from Standard
Multi-Year Overall Results Comparison to District and State



California School Dashboard
Mathematics Distance from Standard
Multi-Year Overall Results Comparison to District and State



ACADEMIC GROWTH (GRADUATION RATE)



DUAL ENROLLMENT DATA



2021-2022			2022-2023			2023-2024			2024-2025		
Grade Level	School Enrollment	# college courses enrolled	Grade Level	School Enrollment	# college courses enrolled	Grade Level	School Enrollment	# college course enrolled	Grade Level	School Enrollment	# college course enrolled
9	55	0	9	49	0	9	31	1	9	42	42
10	42	0	10	44	0	10	45	34	10	30	26
11	38	5	11	39	10	11	41	43	11	38	58
12	38	32	12	28	33	12	34	75	12	35	116

*The chart illustrates the progressive growth in college course participation among students at Sacramento New Technology Early College High School from the 2021–2022 academic year through the 2024–2025 academic year. Data is segmented by grade level, highlighting the increasing engagement in dual enrollment opportunities as students progress through their high school journey. It underscores commitment to college readiness and equitable access to higher education. The sustained growth

DEFENSE OF LEARNING (DOL)



YOU'RE INVITED!

Please join us as a panel judge
for DOL Presentations this year!

Date(s): March 24th-28th

Time: 1:00pm-4:00PM

Location: Sac New Tech Early
College HS



THE DATA

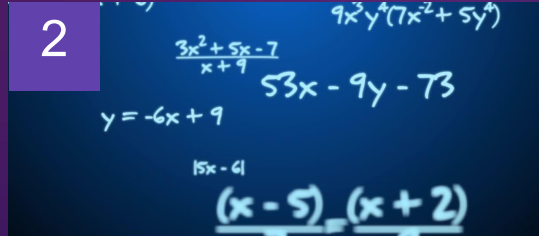
	2023						2024					
	Total		10th		12th		Total		10th		12th	
Fail	9	12.50%	9	20.00%	0	0.00%	5	6.67%	5	11.90%	0	0.00%
Pass	63	87.50%	36	80.00%	27	100.00%	70	93.33%	37	88.10%	33	100.00%
Pass on Repeat	16	22.22%	14	31.11%	2	7.41%	10	13.33%	9	21.43%	1	3.03%
Pass on First Go	47	65.28%	22	48.89%	25	92.59%	60	80.00%	26	61.90%	32	96.97%
Emerging	4	5.56%	2	4.44%	2	7.41%	1	1.33%	1	2.38%	0	0.00%
Emerging/Developing	7	9.72%	7	15.56%	0	0.00%	2	2.67%	1	2.38%	1	3.03%
Developing	14	19.44%	8	17.78%	6	22.22%	16	21.33%	13	30.95%	3	9.09%
Developing/Proficient	7	9.72%	5	11.11%	2	7.41%	15	20.00%	10	23.81%	5	15.15%
Proficient	24	33.33%	12	26.67%	12	44.44%	26	34.67%	9	21.43%	17	51.52%
Proficient/Advanced	7	9.72%	2	4.44%	5	18.52%	8	10.67%	3	7.14%	5	15.15%
Advanced	0	0.00%	0	0.00%	0	0.00%	2	2.67%	0	0.00%	2	6.06%
Total Students	72		45		27		75		42		33	

CURRENT CHALLENGES & HOW WE ARE ADDRESSING THEM



1 BLACK STUDENT ACHIEVEMENT

- LCAP Goal 3 - Current Data (Equity Multiplier)
- Meaningful Partnerships (JLAM, Umoja at SCC, and more)
- Moved funding to hire full time staff who can monitor attendance and provide assistance and outreach to families



2 MATH PROFICIENCY

- Minimal growth from 2023 to 2024
- IXL Implementation in all Math classes
- FitMath
- Hired extra full time Math Teacher



3 COLLEGE & CAREER READINESS

Early College & CTE Data

- closed unsuccessful CTE program
- CS CTE Teacher only teaches CTE courses
- More students taking college courses
- Extra support for students taking college courses.
- More A-G opportunities and supports

THANK YOU FOR YOUR ATTENTION

We would love to host a visit for each and every one of you to our school!



Number Phone

916-395-5254



Email Address

jessica-martin@scusd.edu



Social Media

@principalmartin2020



Address

1400 Dickson St., Sacramento,
95822