



Sacramento New Technology High School

1400 Dickson Street • Sacramento, CA 95822 • 916.395.5254 • Grades 9-12

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<http://www.sacnewtech.org/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Sacramento New Technology High School

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www.scusd.edu

District Governing Board

Jay Hansen President, Area 1
Jessie Ryan, 1st VP, Area 7
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District Administration

José L. Banda, Superintendent
Superintendent
Lisa Allen
Deputy Superintendent
Chad Sweitzer
Area Assistant Superintendent
Tu Moua-Carroz
Area Assistant Superintendent
Olga L. Simms
Area Assistant Superintendent
Mary Hardin Young
Area Assistant Superintendent

School Description

Are you looking for something different from your high school?

Sacramento New Technology High School (SNTHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project based learning associated with the over 200 NewTech Network schools across the country and around the globe. New Tech uses Project Based Learning as its primary method of curriculum delivery and technology as a primary tool. Project Based Learning or “PBL” is where 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 state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. All New Tech graduates will be proficient in the Sacramento New Technology Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication and Oral Communication. New Tech’s Mission is to use advanced learning methods, technology, relationships, and a professional environment to allow students to produce high quality work and to enable students to become self-motivated, competent, life-long learners who have a positive impact upon the workplace and society. New Technology students complete additional graduation requirements: 260 credits, 12 college units, Profession Digital Portfolio, job shadows, community service, and an Internship.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	55
Grade 10	59
Grade 11	65
Grade 12	59
Total Enrollment	238

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.7
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	0.8
Hispanic or Latino	57.6
Native Hawaiian or Pacific Islander	0.4
White	20.2
Two or More Races	3.4
Socioeconomically Disadvantaged	75.6
English Learners	16
Students with Disabilities	16.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Sacramento New Technology High School	14-15	15-16	16-17
With Full Credential	13	19	12
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Sacramento New Technology High School	14-15	15-16	16-17
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Sacramento New Technology	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.3	2.7
Districtwide		
All Schools	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature and Language Arts, Course 3 English 9 2003 Holt Literature and Language Arts, Course 4 English 10 2003 Holt Literature and Language Arts, Course 5 English 11 2003 Holt Literature and Language Arts, Course 6 English 12 2003 Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007 The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008 Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007 Perrine’s Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012 Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000 Algebra 2, McDougal Littell Advanced Algebra 2001 Geometry: Measuring Reasoning, McDougal Littell Geometry 2004 Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004 Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006 Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007 Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008 Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997 Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007 Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007 Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Invitation to Psychology. Prentice Hall Psychology AP 2008 Psychology, 7th Ed., Worth Psychology 2004 Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006 Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005 Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002 Biology, Prentice Hall Biology/Biophysical Science 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005 Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007 Chemistry in the Community, Freeman Chemistry 2000 Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005 Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007 Hole’s Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1950 and re-built in 2002. This school has 9 permanent classrooms which include a library, new kitchen, multi-purpose room and an administrative building. The school also has 4 portables.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/26/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin Bldg: Stained Ceiling Tile W.O.#66192 CPU ROOM: Stained ceiling tile W.O.#66192 Science Lab 1: Stained Ceiling Tile W.O.#66192 Science Lab 2: Stained Ceiling Tile W.O.#66192 Staff Lounge: Stained Ceiling Tile W.O.#66192 2 Bad Ballast W.O.#66196

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/26/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical			X		Classroom 1: Bad Ballast W.O.#63126 Classroom 2: Bad Ballast W.O.#63126 Classroom 6: High pitched noise coming from lights W.O.#66197 Staff Lounge: Stained Ceiling Tile W.O.#66192 2 Bad Ballast W.O.#66196
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Girls RR by Classroom 3: Weather Strip on Bottom of Door needs to be re-attached W.O.#66193
Overall Rating	Exemplary	Good	Fair	Poor	All repairs noted on the inspection have had work orders submitted for repair.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	42	30	35	39	44	48
Math	11	15	28	30	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38	16	16	53	47	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	57	55	96.5	16.4
Male	32	31	96.9	19.4
Female	25	24	96.0	12.5
Hispanic or Latino	37	36	97.3	13.9
White	11	10	90.9	30.0
Socioeconomically Disadvantaged	48	47	97.9	12.8
English Learners	13	13	100.0	7.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	62	57	91.9	29.8
Male	11	37	35	94.6	28.6

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	25	22	88.0	31.8
Hispanic or Latino	11	37	36	97.3	16.7
White	11	12	9	75.0	77.8
Socioeconomically Disadvantaged	11	43	38	88.4	15.8

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	62	57	91.9	14.6
Male	11	37	35	94.6	14.7
Female	11	25	22	88.0	14.3
Hispanic or Latino	11	37	36	97.3	11.1
White	11	12	9	75.0	28.6
Socioeconomically Disadvantaged	11	43	38	88.4	8.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

SNTHS has a very active Parent Teacher Student (PTSA) organization whose primary function is to assist in the building of community at the school. Every parent is asked to work forty hours for the school with many of those hours coming from direct involvement with their student as well as the many activities at the school. Being a small high school offers greater opportunity for Parents to assist in vital functions at the school.

SNTHS also has an elected Parent/Student/Staff Advisory Board (School Site Council). This Council's primary function is to advise the Principal on all elements centric to the school development and improvement plan.

For more information, contact Kenneth Durham, Principal at (916) 395-5254.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Sacramento City Unified School District
 Comprehensive Safe School Plan 2016-2017

- Section 1..... Crisis Communication Flow
- Section 2.....Emergency Plan: Site Level Drill and Emergency Procedures
 - (a) Lockdown Response
 - (b) Fire
 - (c) Bomb Threat, ATF Bomb Threat Checklist
 - (d) Active Shooter
 - (e) Chemical
- Section 3.....Emergency Plan: Earthquake Emergency Procedures
- Section 4..... Emergency Plan: Site Level Use of Schools as a Community Shelter **
- Section 5.....District Policies Related to Safety:
 - (a) Board Policy 5021: Custodial & Parent Rights
 - (b) Mandated Child Abuse Reporting
 - (c) Missing Student Protocol
 - (d) Suicide Risk Assessment
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- Section 10.....Component I: Social Climate
 Component II: Physical Climate/Campus
- Section 11..... Emergency Plan: Site Level Incident Command System
- Section 12..... Emergency Plan: Site Level Communication Procedures
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
- Section 14.....Emergency Plan: Site Level Safe Ingress & Egress Procedures
- Section 15... Emergency Plan: Site Level Family Reunification Procedures
- Section 16..... Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
- Section 17.....School Site Safety Committee Member List, Approval of CSSP
- Section 18.....Staff Handbook
- Section 19.....Site Specific Documents (option to add documents)

** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 32262 of the 2016 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.3	9.2	7.3
Expulsions Rate	0.0	0.3	0.4
District	2013-14	2014-15	2015-16
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	76.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.8000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.2000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.2000
Resource Specialist	2.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	200

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	36	26	14	1	3	4	1	1		6	3
Mathematics	20	26	19	12	2	4	4	15	36	4		46
Science	20	27	27	6	2	4	3	2	14		2	49
Social Science	18	36	25	14	1	1	4	1	2		4	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

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teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,683	\$45,092
Mid-Range Teacher Salary	\$53,467	\$71,627
Highest Teacher Salary	\$87,749	\$93,288
Average Principal Salary (ES)	\$102,681	\$115,631
Average Principal Salary (MS)	\$104,918	\$120,915
Average Principal Salary (HS)	\$120,601	\$132,029
Superintendent Salary	\$290,000	\$249,537
Percent of District Budget		
Teacher Salaries	31%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9292.6	1563.5	7729.1	64898.98
District	♦	♦	\$4,556	\$67,009
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			69.6	-1.2
Percent Difference: School Site/ State			44.5	-11.1

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sacramento New Technology High	2011-12	2013-14	2014-15
Dropout Rate	2.90	6.70	2.20
Graduation Rate	92.65	91.11	91.11
Sacramento New Technology High	2011-12	2013-14	2014-15
Dropout Rate	6.10	5.50	8.90
Graduation Rate	85.27	85.01	80.32
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	105
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.64
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	87.8

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	84	80	86
Black or African American	71	72	78
American Indian or Alaska Native	100	80	78
Asian	50	89	93
Filipino	100	98	93
Hispanic or Latino	95	76	83
Native Hawaiian/Pacific Islander	0	81	85
White	77	82	91
Two or More Races	75	87	89
Socioeconomically Disadvantaged	40	56	66
English Learners	50	62	54
Students with Disabilities	48	51	78

Career Technical Education Programs

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.