
Sacramento New Technology High School

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

New Tech Parent

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

New Tech Parent

Introduction

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

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

New Tech has developed successful relationships with Sacramento City College, the New Technology Network, and the Sacramento City Unified School District that continue to support the

School Location

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

A. Educational Program

Sacramento New Technology High School Vision:

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

Sacramento New Technology High School Mission:

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

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

How Does Learning Best Occur?

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

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

What it Means to be an Educated Person in the 21st Century

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

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

Student Profile:

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

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

The Curriculum:

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

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

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

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

Project Based Learning:

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

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

PBL is a curricular approach that presents curricular objectives as a search for relevant or useful knowledge or skills. It is a real world, hands on approach to solving problems: first learning and then applying subject matter content. Rather than rote assignments from texts, quizzes and tests, students are issued challenging questions or problems to solve in which they must then apply the concepts they have learned. California academic content standards and the Common Core Standards form the basis for the major requirements or components of the projects and are reflected in the rubrics students use to guide the construction and quality of

their final project. Each project also reflects the Six Learning Outcomes and the 16 Habits of Mind(see Appendix A).

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

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

New Technology High School Learning System:

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

Schedule:

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

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

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

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

Advisory:

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

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

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

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

Advisory is thematically organized by grade level:

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

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

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

Course Offerings:

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

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

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

- Visual Communications
- Illustrator
- Web Design
- Advanced Digitat Media
- Motion Graphics
- Protfolio

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

Special Education

As SNTHS is a public school of the District for purposes of special education services and funding pursuant to education Code section 47841, Special Education students will be admitted through cooperation between the SELPA and the administration of SNTHS. At the time of the IEP, a representative of SNTHS will assist in determining how to best implement the IEP in our collaborative system for each student enrolled into SNTHS.

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

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

Staff Development:

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

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

B. Measurable Student Outcomes

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

- Proficiency in the school's Learning Outcomes (see Appendix A). The ability to apply knowledge in real world contexts within the curriculum.

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

C. Methods to Assess Pupil Progress towards Meeting Outcomes

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

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

- Technological proficiency is measured by students achieving list of established skill levels in critical software.
- The portfolio of work is evaluated by staff on an ongoing basis through rubrics as part of the NTHS Learning System. Rubrics are based upon Expected School-wide Learning Outcomes (ESLRs) and California academic content standards. Each year each student will perform an exhibition of their portfolio demonstrating their growth, competencies and significant projects. Senior Project exhibitions to faculty and students will be part of the requirements and process for graduation.
- Students will demonstrate academic proficiency by passing courses as well as attaining proficient or higher scores on the California Standards test, or other state assessment that may be mandated.
- Students will complete and present a summation of their internship project(s) and the project will be assessed by a rubric applied by their internship supervisor and their school advisor.
- Students passing CAHSEE will be awarded a Certificate of Initial Mastery, allowing them to pursue classes at the community college and internships.

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

D. Governance Structure of School

SNTHS will be a "dependent" charter of the Sacramento City Unified School District. As a dependent charter, the school will function 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 will validate the schools governing structure's decisions over key elements of the school's operations and policies, including the following:

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

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

Parents will not only play a role on the Site Advisory Board, they will also be encouraged to participate in the daily life of the school. All parents are asked to volunteer at school. Areas of involvement include participation in classroom presentations as well as parent classes and workshops on technology usage, college entrance and testing.

Student Voice:

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

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

student Leadership serve on the Site Advisory Board as well as the District Student Advisory Council.

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

E. Employee Qualifications

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

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

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

Key positions at SNTHS include the following teachers and staff:

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

Other subject areas: Electives and PE, Counselor,

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

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

F. Health and Safety Procedures

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

- A requirement that all enrolling students and staff provide records documentation state required immunizations.
- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes

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

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

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

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

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

H. Admission Requirements

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

pupils of the school, shall be determined by a public random drawing or SCUSD Open Enrollment Procedures. Preference in the drawing will be granted to:

- Students who reside within the small area bounded by 35th Avenue to the North, Belleau Wood to the West, Freeport Boulevard to the East, and 43rd Avenue to the South
- Siblings of current students
- Children of staff and site board members
- District “residents” Prospective students and their parents or guardians are briefed regarding the school’s instructional and operational philosophy and are informed of the school’s student related policies. The school established an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. The school may fill openings available after this process using either a waiting list or other non-discriminatory process.

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

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

I. Financial/Programmatic Audit

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

J. Pupil Suspension and Expulsion

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

SNTHS has developed and maintains a comprehensive set of student discipline policies. Student input has been and continues the process of developing ongoing policies. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, use of the network and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are a serious disruption to the

education process and/or who present a health or safety threat may be suspended for up to ten school days. The school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension and possible release from the school. If the violation of the discipline policies is a serious offense that merits expulsion and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the student may be expelled or offered reinstatement, as appropriate. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs.

K. Retirement System

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

L. Attendance Alternatives

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

M. Description of Employee Rights

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

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

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

Public Comments

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

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency 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 and district agree to first frame the issue in written format and refer the issue to the superintendent of the district (or his/her designee) and principal of the school. In the event that the district believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

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

Oversight, Reporting, Revocation, and Renewal

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

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

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

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

O. Labor Relations:

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

P. School Closure Procedures:

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

Q. Optional Miscellaneous Clauses:

Term:

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

Amendments:

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

Severability:

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the district and governing board of SNTHS. The district and governing board of SNTHS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Budget:

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

Appendix A

Sacramento New Technology High School Learning Outcomes

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

10% Critical Design Thinking:

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

10% Written Communication:

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

15% Collaboration:

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

10% Oral Communication:

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

40% Content Literacy:

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

15% Work Ethic:

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

Sacramento New Technology School of Design Graduation Requirements

260 credits Overall

University of California/ CSUS A-G Entrance Requirements

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

Students completing the requirements for the Design Pathway must complete:

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



Sacramento New Technology High School
School- Parent- Student Compact 2011 - 2012

Schools, families, and students benefit when they all take collective responsibility for quality education.

When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. The term school community refers to teachers, students, families, other school staff and community members. Please read this and discuss it with your child. The signatures below indicate our support of and commitment to the following responsibilities:

Administrative Responsibilities

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

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

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

4. Provide appropriate professional

Teacher Responsibilities

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

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

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

4. Participate in professional development

Family Responsibilities

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

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

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

4. Participate in training opportunities with staff

Student Responsibilities

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

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

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

4. Participate in school activities with my parents and

<p>development for staff, families and students to improve teaching and learning and to support collaborative partnerships with families and the community.</p>	<p>opportunities that improve teaching and learning and support the formation of partnerships with families and the community.</p>	<p>that help to improve teaching and learning both at home and at school.</p>	<p>teachers that help to improve teaching and learning both at home and at school.</p>
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<p>5. Maintain open two-way communication between the home and school.</p>	<p>5. Establish two-way communication with families about student progress in school.</p>	<p>5. Communicate regularly with the school.</p>	<p>5. Tell parents honestly what is happening at school and help to maintain two-way communication.</p>
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<p>6. Respect the school, students, staff and families.</p>	<p>6. Respect the school, students, staff and families.</p>	<p>6. Respect the school, staff, students, and families.</p>	<p>6. Respect the school, staff, students, and families.</p>
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Paula M. Hanzel

<i>Principal</i>	<i>Advisor-as a representative of the staff Parent/Guardian</i>		<i>Student</i>

Appendix B

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

**ARTICLE I
PRINCIPLE OFFICE OF THE CORPORATION**

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

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

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

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

**ARTICLE III
CONSTRUCTION AND DEFINITIONS**

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

**ARTICLE IV
DEDICATION OF ASSETS**

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

**ARTICLE V
BOARD OF MEMBERS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 19 PROCESS FOR AMENDMENT OF BYLAWS
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**ARTICLE VI
OFFICERS OF THE BOARD**

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VII MAINTANANCE OF RECORDS

Section 1 MAINTAINANCE OF RECORDS This body shall keep:

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

ARTICLE VIII MAINTANANCE OF CORPORATE RECORDS

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

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

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

Appendix C

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

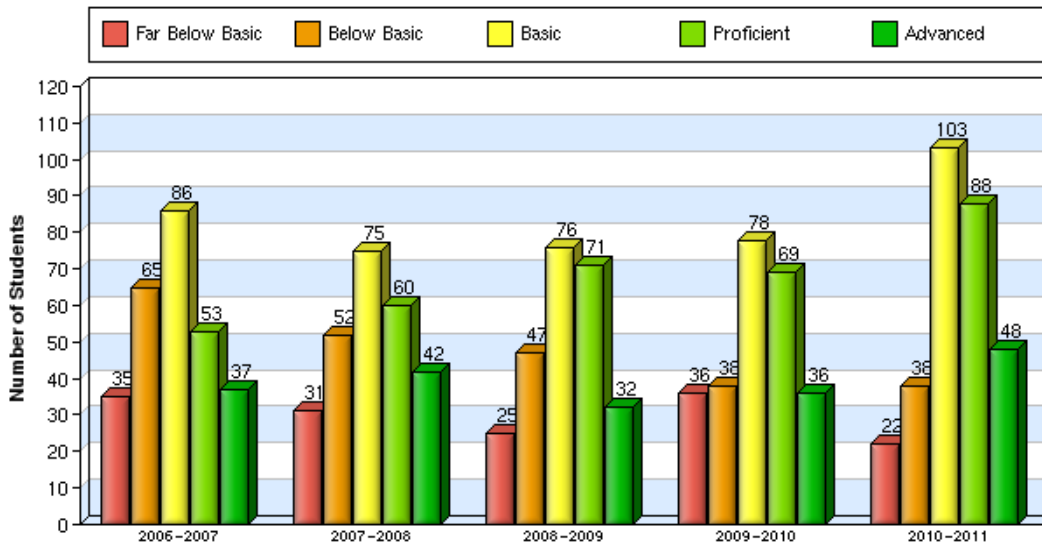
Appendix D—Academic Data

Multi Year Comparison Report for CST ELA

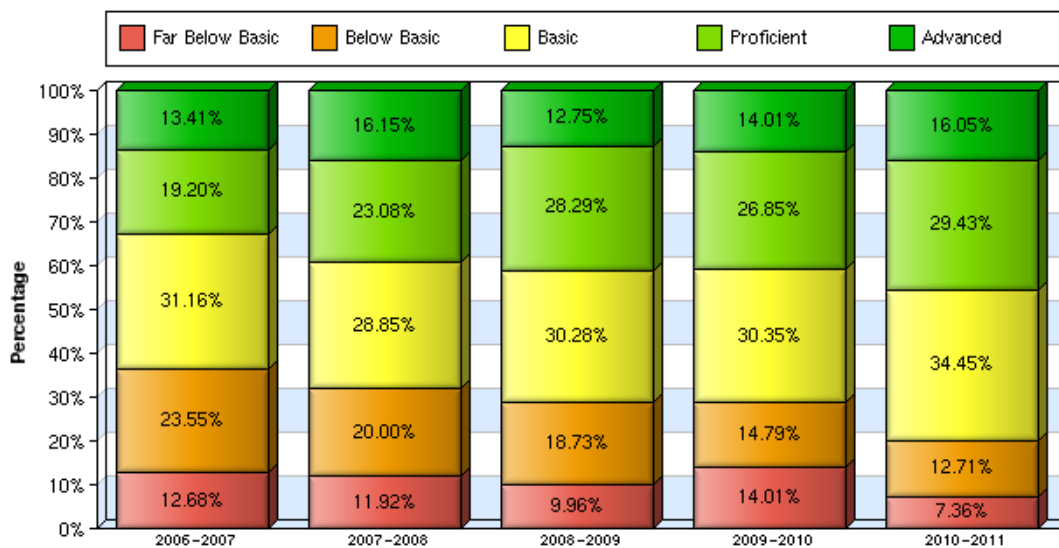
New Tech High, All Teachers

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	change	% change
Advanced	37	42	32	36	48	11	2.65
Proficient	53	60	71	69	88	35	10.23
Basic	86	75	76	78	103	17	3.29
Below Basic	65	52	47	38	38	-27	-10.84
Far Below Basic	35	31	25	36	22	-13	-5.32
Total Represente	276	260	251	257	299	23	N/A

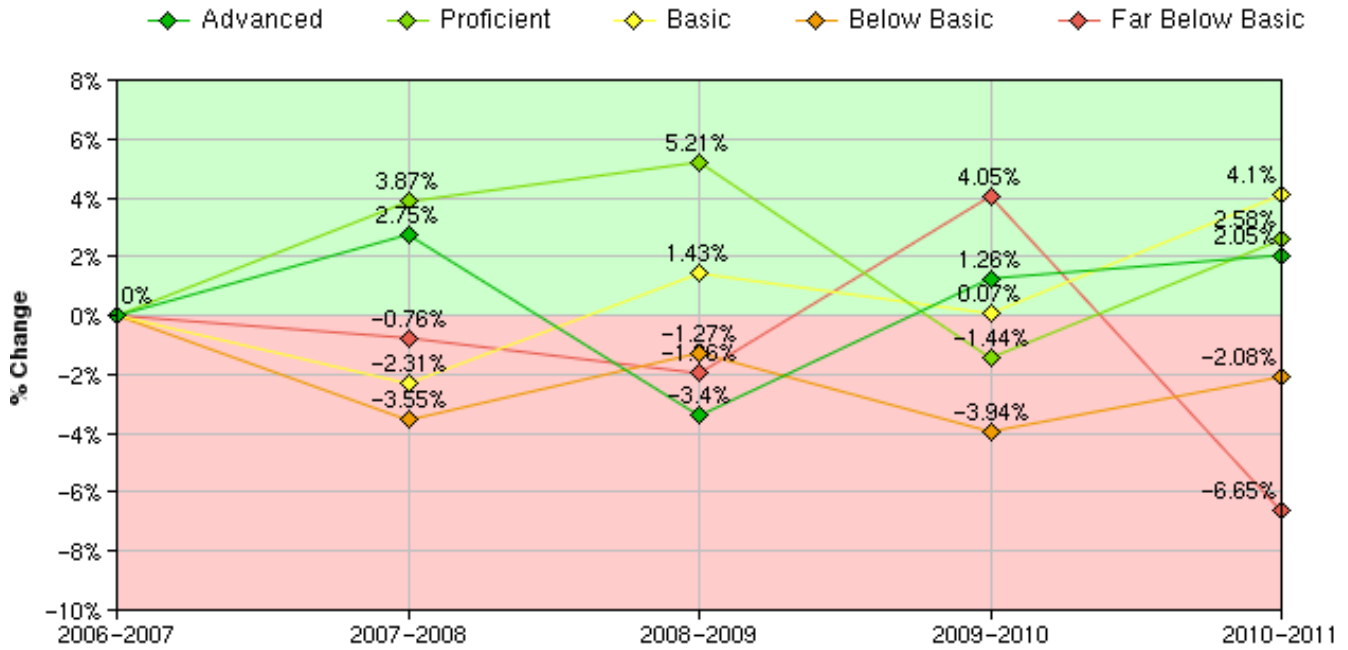
Scoring Band Graph



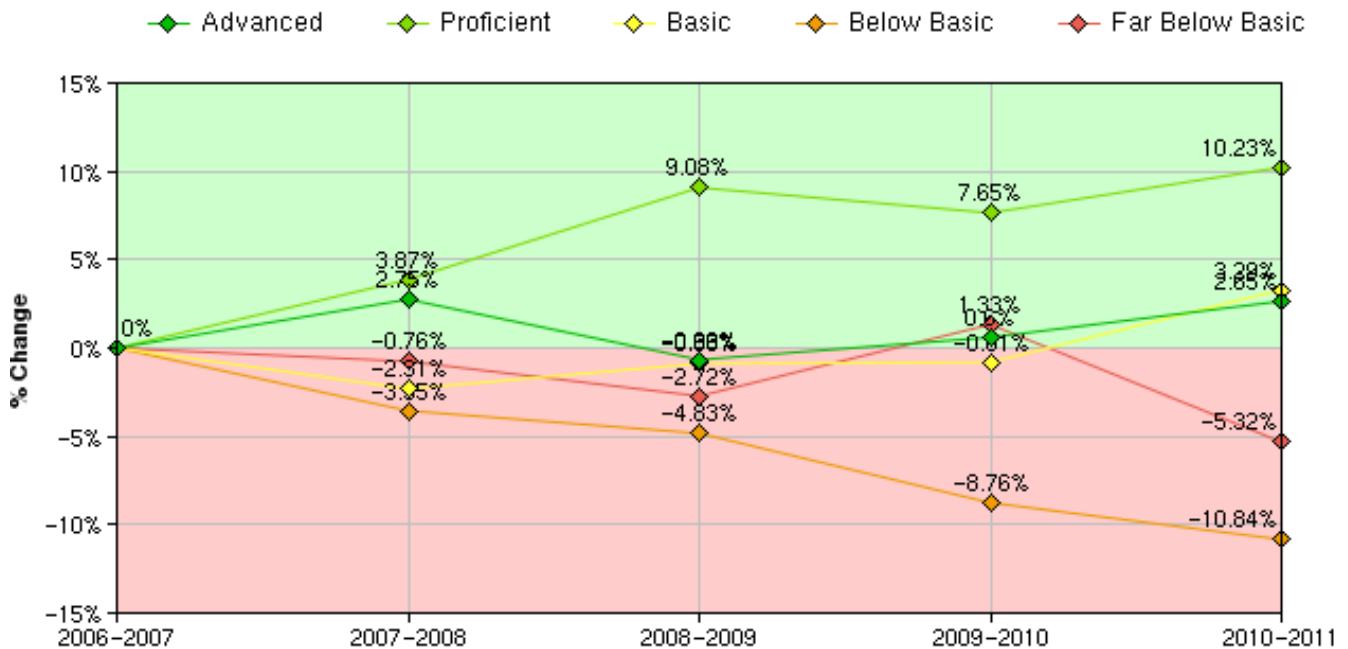
Stacked Bar Graph



Progress Monitoring Graph



Accumulated Progress Monitoring Graph

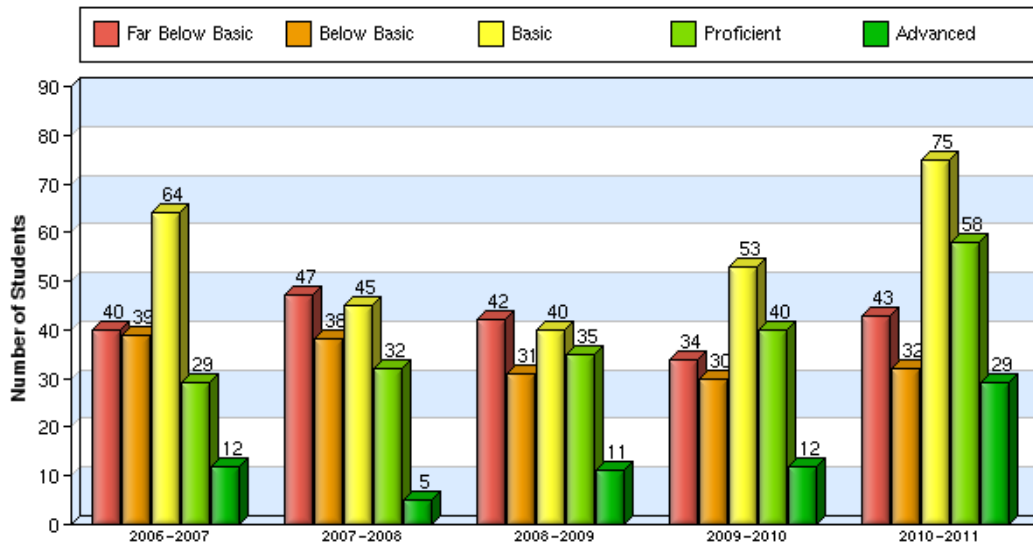


Multi Year Comparison Report for CST HISTORY

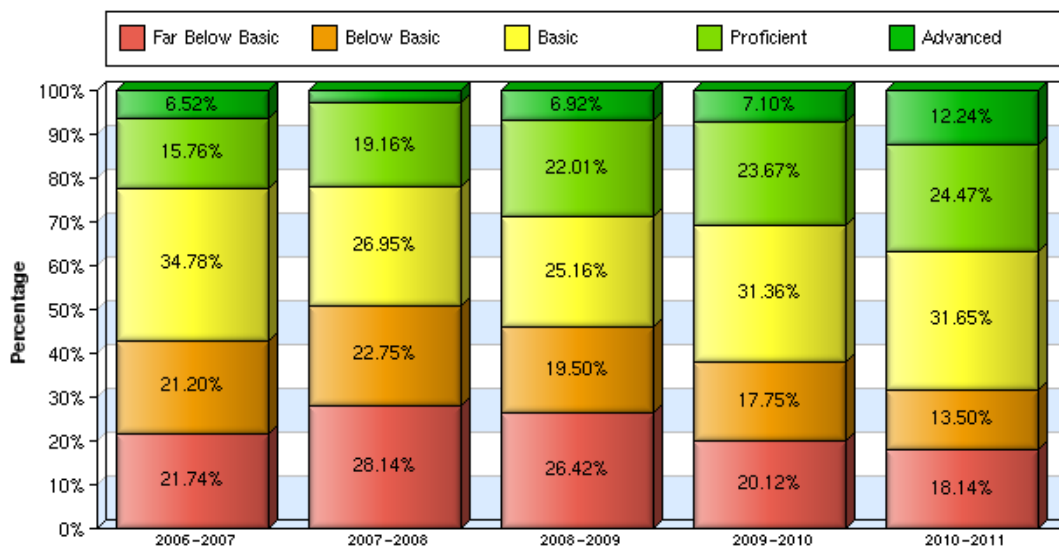
New Tech High, All Teachers

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	change	% change
Advanced	12	5	11	12	29	17	5.71
Proficient	29	32	35	40	58	29	8.71
Basic	64	45	40	53	75	11	-3.14
Below Basic	39	38	31	30	32	-7	-7.69
Far Below Basic	40	47	42	34	43	3	-3.60
Total Represente	184	167	159	169	237	53	N/A

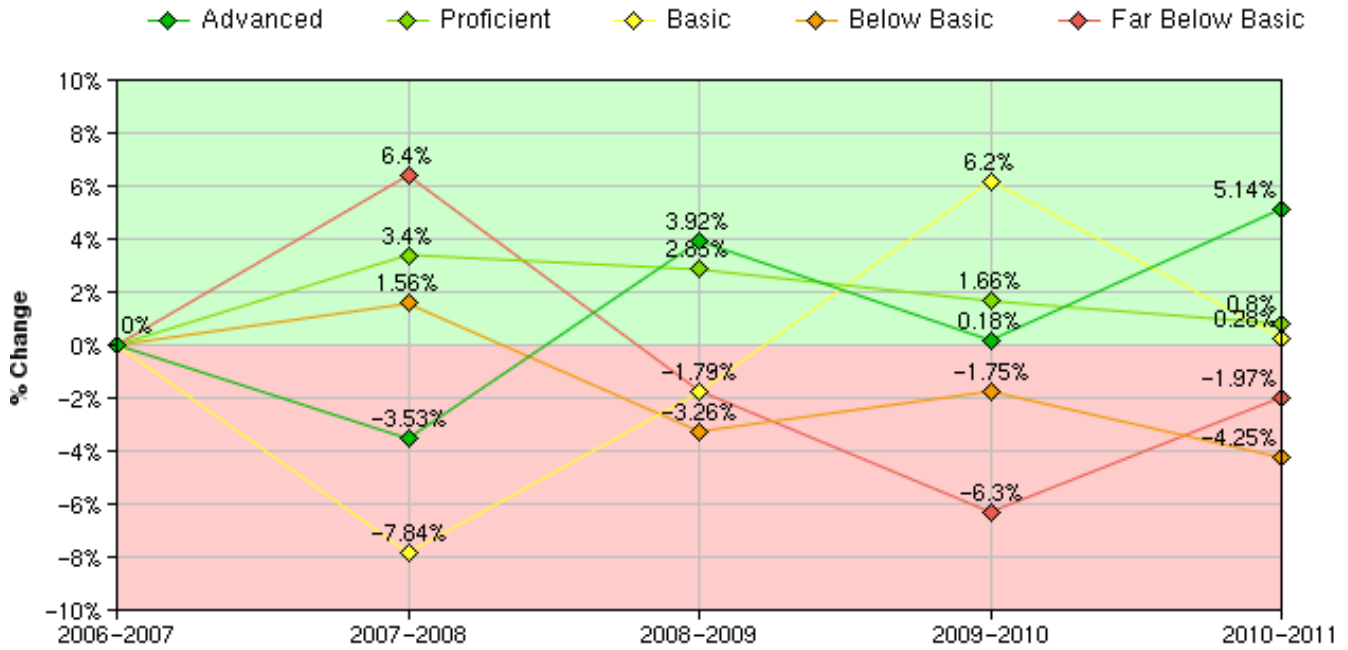
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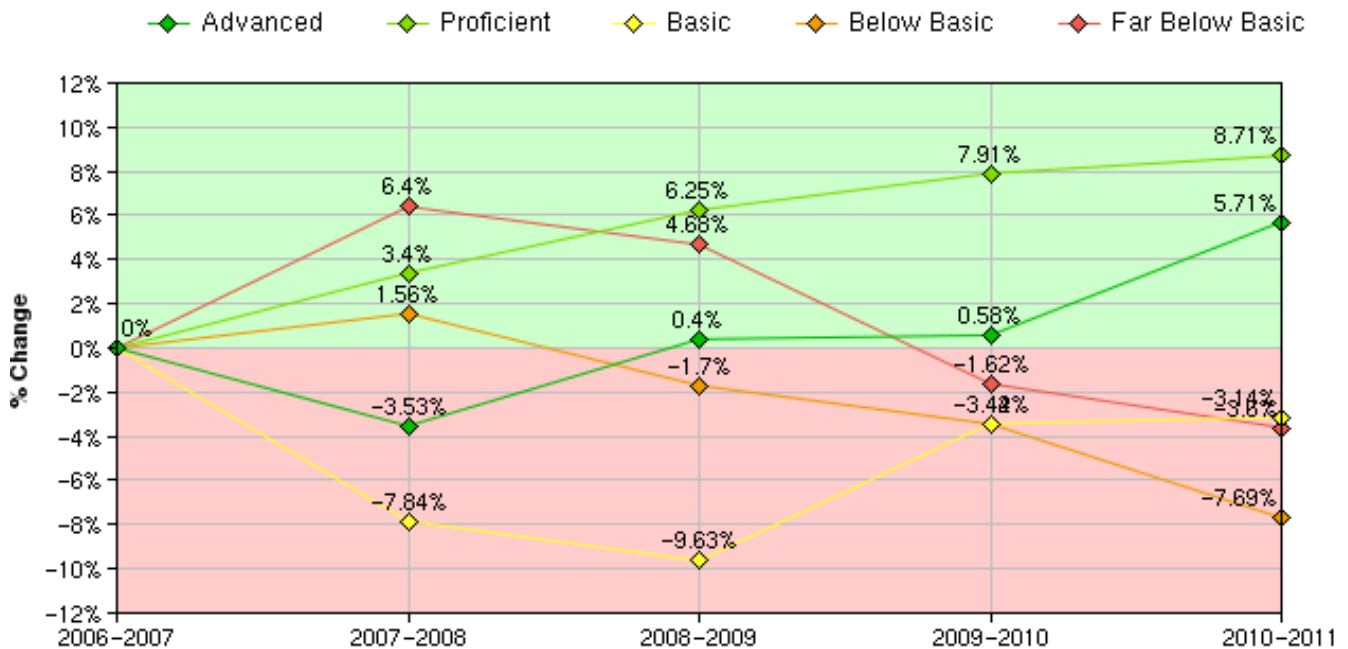
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Progress Monitoring Graph



Accumulated Progress Monitoring Graph

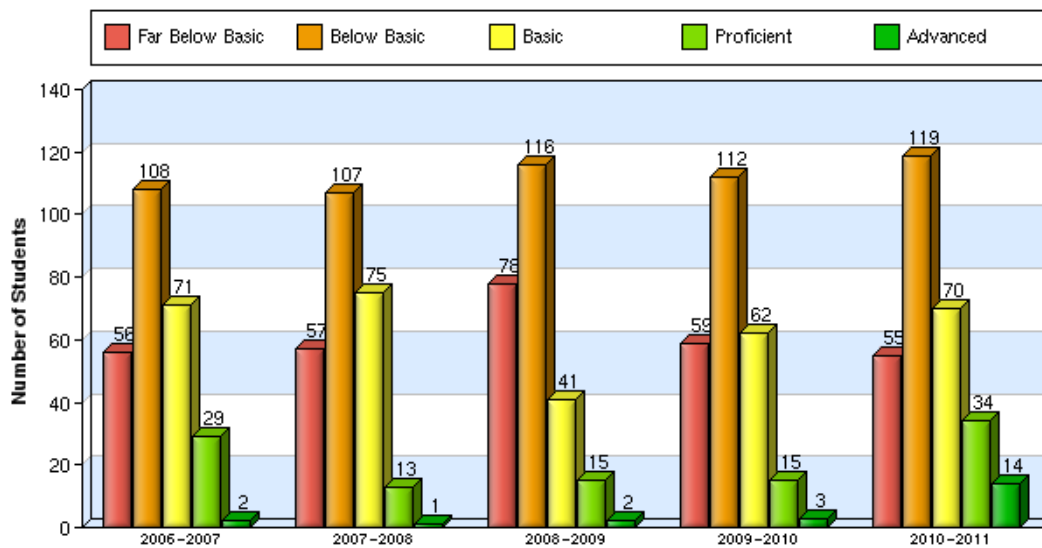


Multi Year Comparison Report for CST MATH

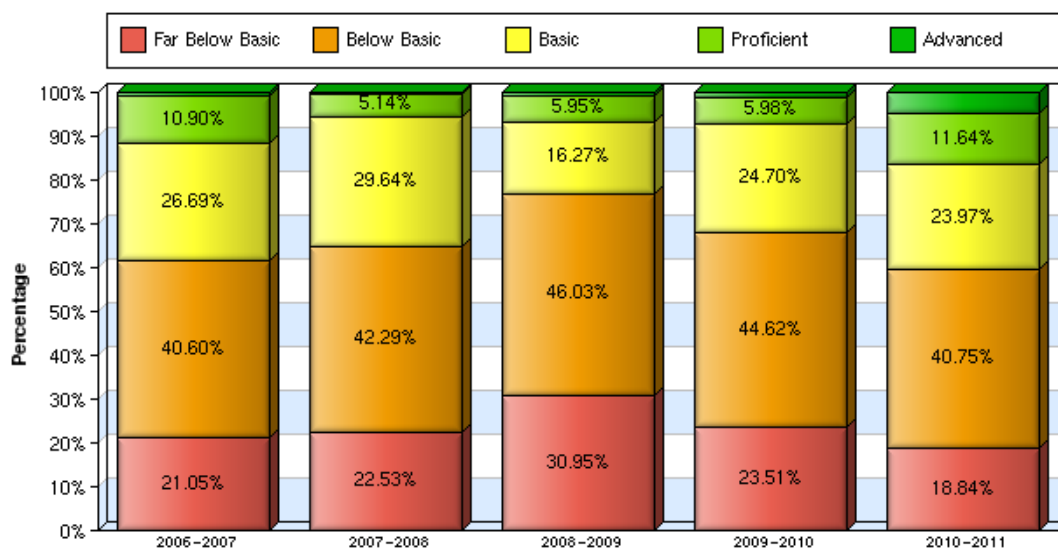
New Tech High, All Teachers

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	change	% change
Advanced	2	1	2	3	14	12	4.04
Proficient	29	13	15	15	34	5	0.74
Basic	71	75	41	62	70	-1	-2.72
Below Basic	108	107	116	112	119	11	0.15
Far Below Basic	56	57	78	59	55	-1	-2.22
Total Represente	266	253	252	251	292	26	N/A

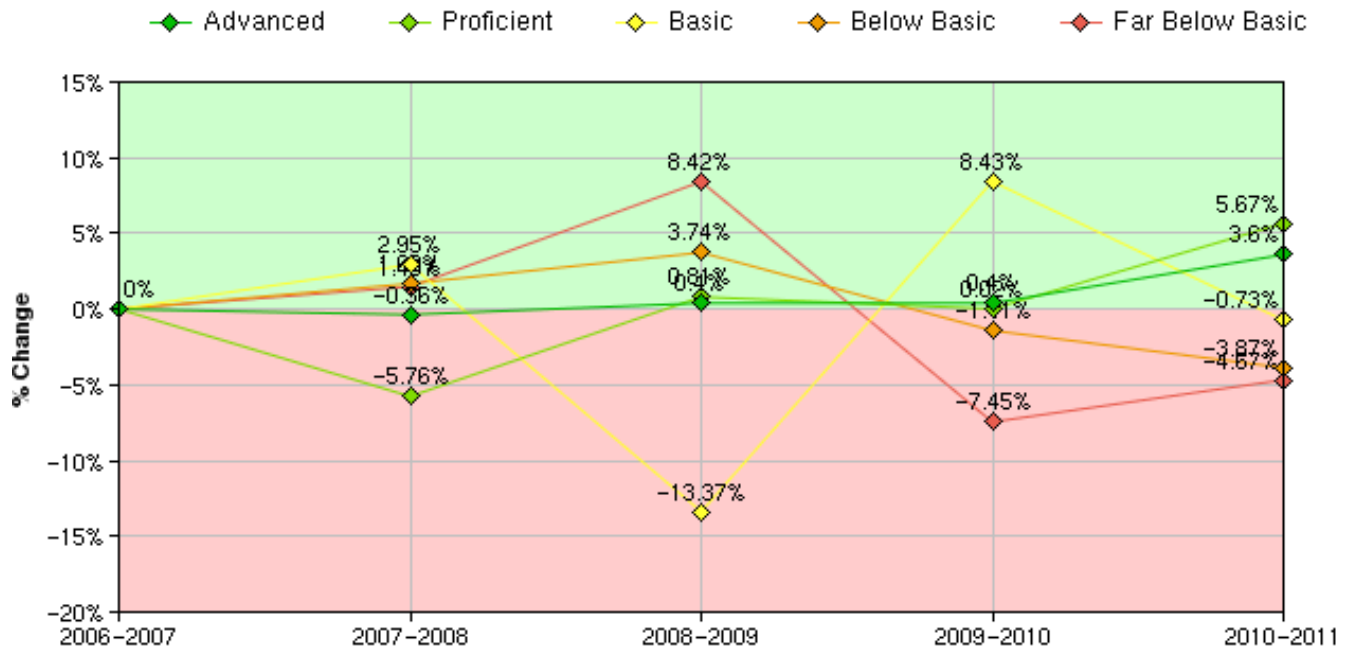
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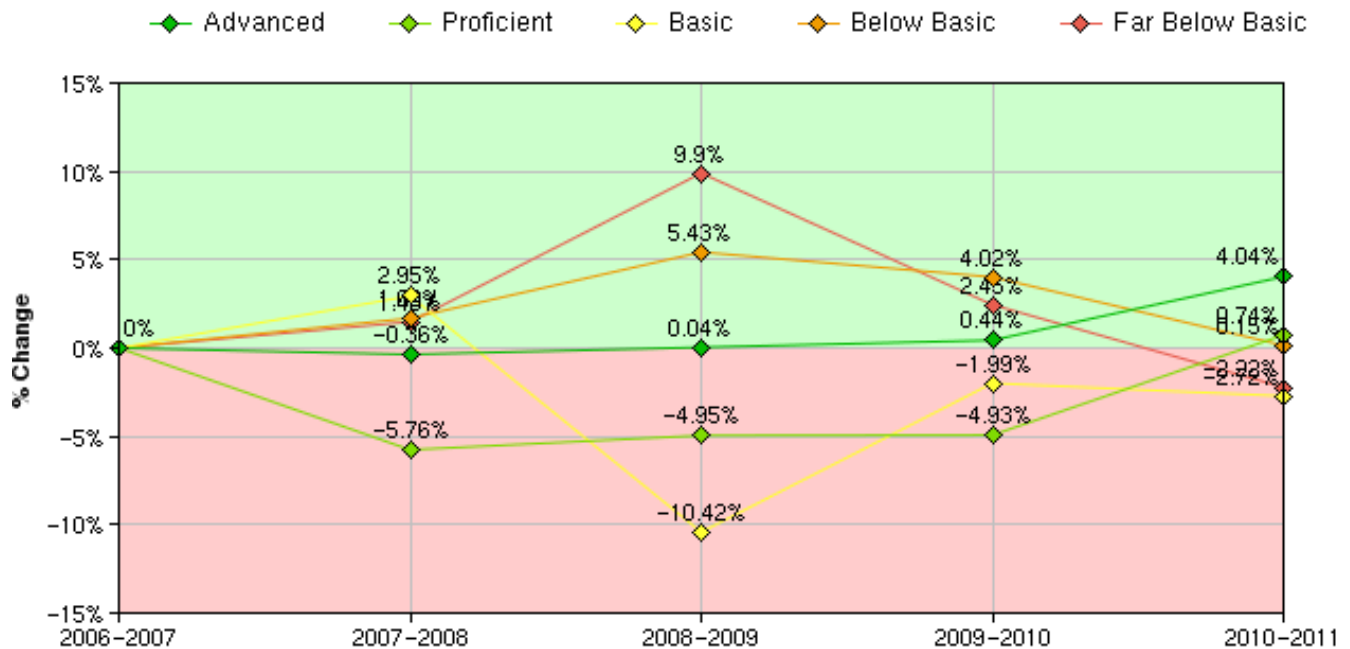
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Progress Monitoring Graph



Accumulated Progress Monitoring Graph

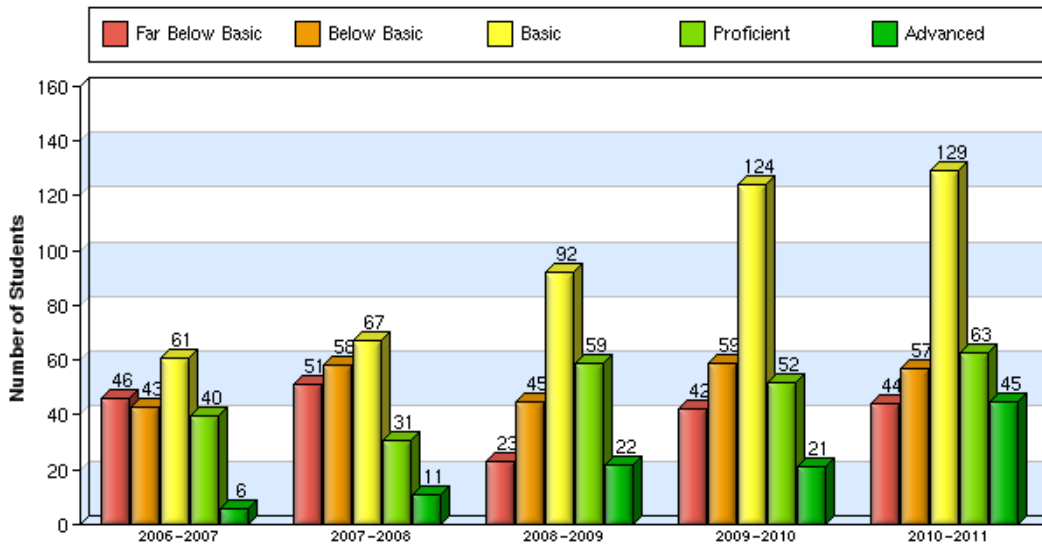


Multi Year Comparison Report for CST SCIENCE

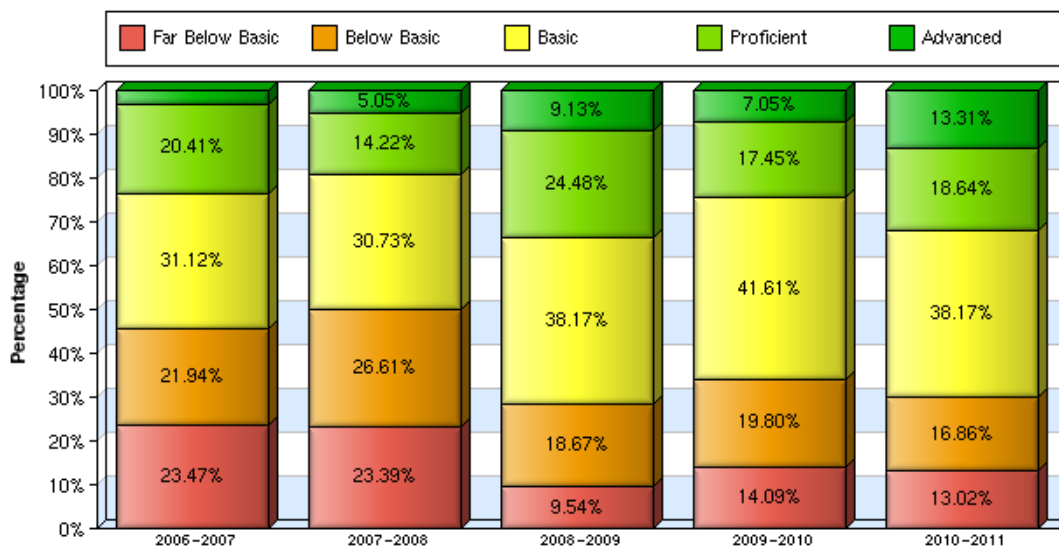
New Tech High, All Teachers

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	change	% change
Advanced	6	11	22	21	45	39	10.25
Proficient	40	31	59	52	63	23	-1.77
Basic	61	67	92	124	129	68	7.04
Below Basic	43	58	45	59	57	14	-5.07
Far Below Basic	46	51	23	42	44	-2	-10.45
Total Represente	196	218	241	298	338	142	N/A

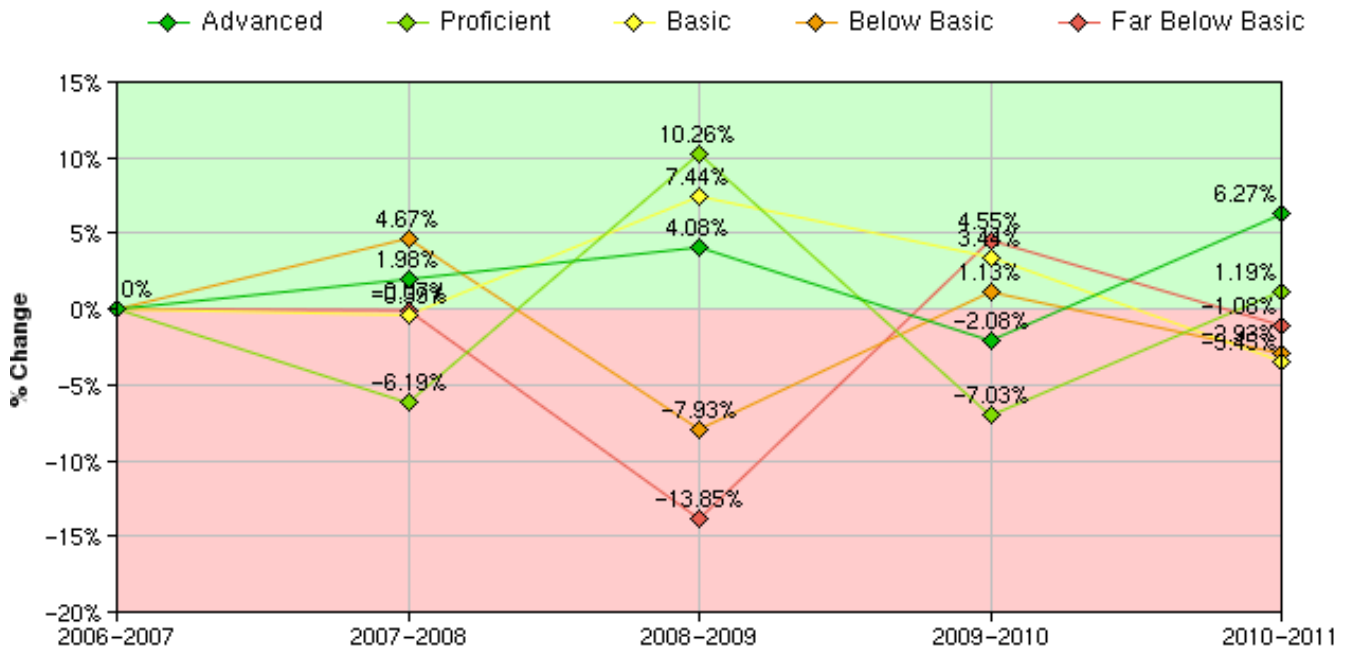
Scoring Band Graph



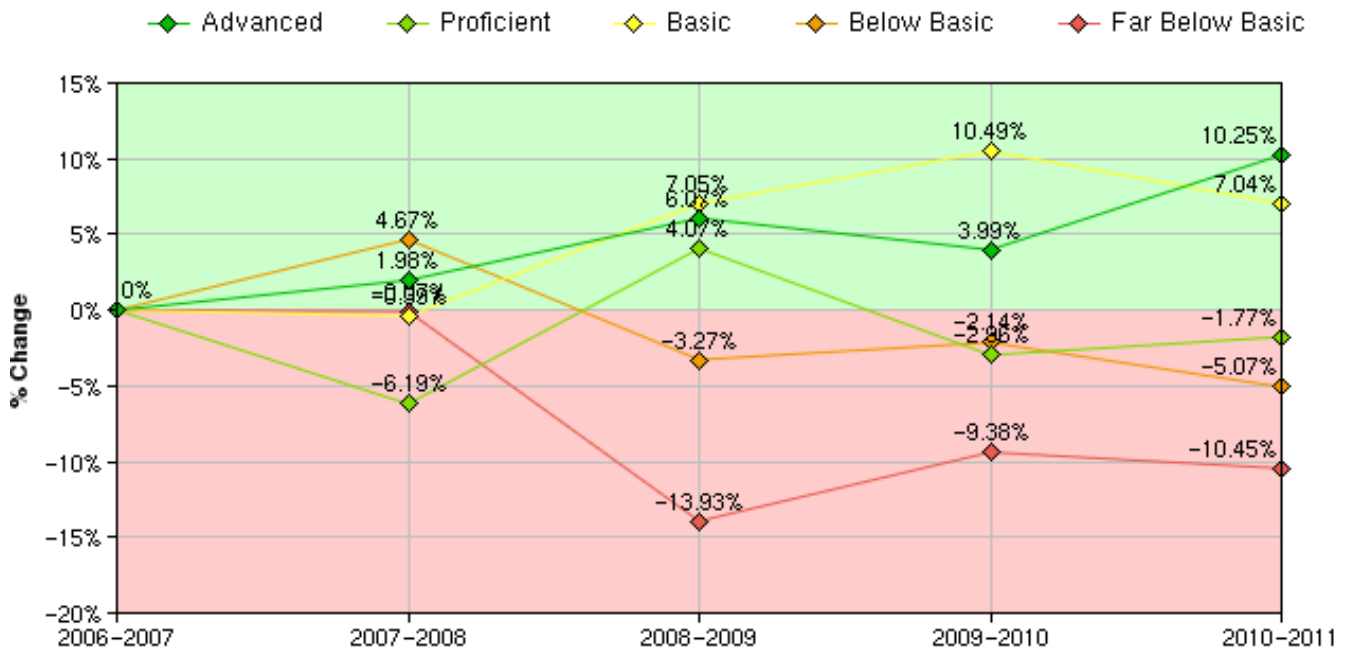
Stacked Bar Graph



Progress Monitoring Graph



Accumulated Progress Monitoring Graph



School: New Technology Charter School

2012-2013 Total Allocation: \$ 2,058,814

REGULAR ED

Classification	Object Code	FTE	Actual Salary & Benefits	Expense Title	Object Code	Total Budget
Director	1901			Textbooks	4110	
Principal	1311	1	130,340	Other Books (Library)	4210	
Assistant Principal	1321			Instructional Supplies	4310	5,000
TEACHERS:				Administrative Supplies	4320	10,000
<i>Regular Education</i>	1101	13	1,105,375	Custodial Supplies	4320	6,000
<i>ROTC</i>				Medical Supplies	4320	200
Teacher Substitute	1102		20,800	Equipment - from \$500 to \$4,999	4410	
Teacher Temporary	1103		9,000	In District Mileage	5210	
Coaching Stipend (Extra Duty/Extra Pay)	1103			Out of District Mileage	5220	
Head Teacher	1903			Travel/Conference	5230	
Librarian	1201			Property/Liability Insurance	5450	
Counselor	1211	0.61	56,594	Utilities - Electricity	5510	30,000
Psychologist	1221			Utilities - Gas	5520	5,000
Nurse				Utilities - City	5550	5,000
Instructional Aides - <i>With Benefits</i>	2101			Copier Rental	5610	6,000
- <i>Without Benefits</i>				Property/Building Rental	5620	
Instructional Aide Substitute	2102			Other Contracts,Rents,Leases (Maint. Agrmnt.)	5690	
Plant Manager	2221	1	64,800	Maintenance Services (District staff)	5770	
Custodian				Capital Improvements (District staff)	5771	
Plant Mgr/Custodian Substitute	2222		1,500	Duplicating/Printing (District staff)	5775	
Plant Mgr/Custodian Overtime	2224		500	Outside Services		
Bus Duty	2233			Instructional	5800	
Crossing Guard				Non-instructional	5800	
Walking Attendant				Security (Other)	5800	
Library Media Tech	2241			Transportation (Field trips, Athletics)		
In-house Suspension	2251			District Transportation	5765	
Site, Computer Suprt Tech		0.75	61,419	Outside Transportation (Amador,All West,etc)	5832	
Campus Monitor				Tickets/Fees	5810	
Campus Monitor Substitute	2252			Postage Stamps	5911	1,000
CLERICAL STAFFING:				Telephone/Cellular Services	5930	1,500
Controller	2401			Equipment Purchases - over \$5,000	6490	
Office/Attendance Technician		0.5	32,904	CENTRAL/OTHER COSTS:		
Registrar		0.5	40,067	Special Ed Encroachment	7619	121,313
Office Manager		1	74,140	District Oversight		18,224
Bookkeeper				Administration & Instructional Support	5751	82,500
Career Information Technician				Pro Rata (Facility Use)		80,080
Clerks - <i>With Benefits</i>				Child, Welfare & Attendance/Police Svcs/Other		0
- <i>Without Benefits</i>				Reserve For Economic Uncertainty	9770	10,873
Clerical Substitute	2402			Graduation		3,000
Clerical Temporary	2403			Other		
Parent Advisor	2901					
School Community Liaison						
Student Outreach Worker						
Noon\Breakfast Duty	2903					
Noon\Breakfast Duty Substitute	2902					
Internship Sp	20 0000 3110	2251	0.75	55,685		
Admin Stiper	30 0000 2700	1323		20,000		
Total Salary & Benefits			\$ 1,673,124	Total Supplies/Services/Equipment		\$ 385,690
				Over/Under Total Allocation		\$ 0
				GRAND TOTAL		\$ 2,058,814

