

# **Anderson New Technology High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Anderson New Technology High School
Street	2098 North Street
City, State, Zip	Anderson
Phone Number	530-365-3100
Principal	Carol Germano
Email Address	cgermano@auhsd.net
Website	<a href="http://www.anths.org">http://www.anths.org</a>
County-District-School (CDS) Code	4530333

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Anderson Union High School District
Phone Number	530-378-0568
Superintendent	Victor Hopper
Email Address	vhopper@auhsd.net
Website	<a href="http://www.auhsd.net">http://www.auhsd.net</a>

### School Description and Mission Statement (School Year 2020-2021)

Anderson New Technology High School (ANTHS) is a project based learning (PBL) school whose vision as a collaborative community recognizes and develops potential in all of our students. Students become effective communicators, critical thinkers, resilient learners and engaged citizens. Our mission at New Tech is not to simply cover material--we explore solutions together through our problem and project based learning curriculum. This approach to education allows us to be a highly integrative network which extends beyond the walls of our classrooms out into the community and into the larger world. Our emphasis on collaboration and teamwork ensures that students find a place here and that they develop leadership, communication, and resiliency skills. In this challenging environment, we value questions more than answers. We teach our students to interpret, connect, evaluate, and justify. Ultimately, our students learn to think independently. We view our students, parents, teachers, administration, and support staff as a community, and we work hard to create a challenging, yet supportive environment in which all students have the opportunity to achieve and grow. The positive learning environment and access to a variety of resources give our students the support they need in all these areas, and puts students in the driver's seat of their own education. We prepare our students for life!

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	26
Grade 10	26
Grade 11	43
Grade 12	23
Total Enrollment	118

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	4.2
Asian	2.5
Hispanic or Latino	15.3
White	71.2
Two or More Races	5.9
Socioeconomically Disadvantaged	55.9
English Learners	1.7
Students with Disabilities	8.5
Foster Youth	0.8
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	13	12	8	78
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	4	6	4	18

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

We are a problem based learning school, which means our students use texts for research purposes only. All classes have 1:1 computers except for the math classes which have 10 chromebooks. Our students use the internet daily for research, collaboration with other students, developing presentations, etc.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Mathematics</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Science</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>History-Social Science</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Foreign Language</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Health</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Visual and Performing Arts</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: <a href="http://www.auhsd.net">http://www.auhsd.net</a> .	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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The school facility is safe, clean and of adequate size. The outside of our school was painted during the summer of 2019. One of the outside water pipes broke and was quickly repaired. Several of the bathroom toilets this fall (2019) have needed a new part to prevent the water from running continually, but since being repaired have run without incident.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** Dec 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	HVAC has been maintained a lot, and more frequent changes of filters
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Upgraded exterior lights to LED.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	New Roof was put on the summer of 2015 and there have been no leaks.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	A perimeter fence was installed on the campus. New exterior painting summer 2019. Parking lot redone in Fall of 2020.
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	28	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	50	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

Two years ago we received a small CTEIG grant from the state that provided curriculum for our freshmen to participate in the Career Choices program. This will be added onto each year and will follow the students for six years after their graduation from New Tech. This is the beginning of preparing our students to focus on a career and exploring their opportunities. Nearly all of our students participate in one way or another in CTE classes where they gain valuable “real-world” experiences with industry standard skills. Another strength of our program is our ability to send students to the Shasta Trinity Regional Occupation Center. Our students have choices in Firefighting, Administration of Justice, Culinary, Medical Careers, Cosmetology, Careers with Children and Child Psychology, Cisco Networking and A+ certification, and Automotive Technology. Our students complete a program with important job skills and work place confidence enabling them to be competitive in the job market or in their college studies. We have put together pamphlets that show students and parents the classes they should take over their four years at New Tech for each CTE pathway. We started a new CTE concentrator class this year, Business Management and Communication. I have two teachers with their regular credential as well as their CTE credential. We have a complete pathway in art.

Because we are a project based school, all of our classes, both academic and CTE, support each other for their postsecondary success. We spend a lot of time with our students on their speaking and writing skills. Students are taught how to present themselves, how to dress professionally, what is expected in the real world job market, etc. All of our programs are available to all of our students, we have several of our IEP students participating in the CTE classes. We measure our success by how many of our students take and complete CTE courses as well as those who complete a pathway. The outcomes (standards students learn) for each class are listed in the syllabus and each standard is tested along the way.

The main representative of the district's CTE advisory committee is Ted James and the industries that are represented on our committee are Ag, culinary, product manufacturing, transportation, and information.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	54
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	32.26

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

Parental involvement is welcomed and may come by direct or indirect contact with staff and students. Programs and activities at Anderson New Technology High School that benefit from parental involvement include: an orientation program at the beginning of the school year in which we involve parents, guest speakers, and staff; dances and other events that require chaperones; graduation committees; and fund-raising events. We encourage parents to be judges for our project presentations throughout their child’s time at our school. Parents may also participate on our Advisory Leadership Board. In addition, we involve our parents in recruiting efforts for enrollment in upcoming school years.

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3	8.6	0	10.1	8.2	8.1	9.1	9.6	9
Graduation Rate	97	91.4	100	87.5	90	87.2	82.7	83	84.5

## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	3.4	8.7	7.9	3.5	3.5
Expulsions	0.5	0.6	0.5	0.4	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0148	0.068	
Expulsions	0	0.0005	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Our School Safety Plan was last reviewed, updated, and discussed our Advisory Leadership Board in February of 2020. It was then sent and approved by the district board. Our current plan includes evacuation procedures and process instructions in the event of an emergency or catastrophic event. We have fire drills at least two times per year, as well as, lockdown drills for intruders off and on campus. On February 13, 2013, the local police department trained all staff on what to do if there is an intruder on campus. We have placed a panic button under the front desk (like the ones that banks have) that signals the Anderson Police Department that we have an intruder. For the most part, we have a single enclosed building and the campus is closed. We currently have 10 cameras surrounding the outside of our school and 2 indoor ones on the staircases. A perimeter fence was installed on the campus in the fall of 2018, which has helped the community be more aware of our surrounding borders and has decreased the amount of foot traffic passing through our school.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	6	2	1	20	5	1	2	31	1	3	2
Mathematics	18	8	3		19	8	1		17	5	2	
Science	22	2	3		23	2	3		21	3	1	
Social Science	32		4	2	27	1	3	2	47		2	2

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	118

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12,463	2,406	10,057	64,250
<b>District</b>	N/A	N/A	8,519	73,336
<b>Percent Difference - School Site and District</b>	N/A	N/A	16.6	-13.2
<b>State</b>	N/A	N/A	\$7,750	\$82,697
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.9	-25.1

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

Services as defined in the Charter School's Local Control Accountability Plan (LCAP); District Services

- Special Education
- ROP/Career Technical Education
- IMFRP Instructional Material
- Prop 39
- LCFE Supplemental/Concentration
- Project Share
- Educational Talent Search
- College Readiness Block Grant
- MTSS

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,885	\$49,328
Mid-Range Teacher Salary	\$67,618	\$75,987
Highest Teacher Salary	\$91,698	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$114,109	\$136,386
Superintendent Salary	\$166,464	\$183,166
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	14	14

The District offers three district wide in-service days for all staff in addition to numerous release days for departments and individuals to receive professional development around specific topics. New Tech has brought five teachers to the annual New Tech Conference in 2017-18, and the Principal went in 2018-19, New teachers were to be sent to the New Tech conference last summer, but all PD was cancelled due to the pandemic. Different teachers go each year so that everyone is receiving professional development in project based learning on a regular basis. In addition, teachers have gone to subject conferences, as well as, conferences based on trauma informed practices in schools and the best way to implement these practices. New Tech brought in an expert on Restorative practices the summer of 2016 and all staff, both certificated and classified were trained in the practices. In January of 2017, several staff meeting days, (3), were dedicated to learning about best trauma induced strategies for the classroom. Capturing Kids Hearts was attended by the administration at New Tech and will be presented to the group as a whole later in 2018. One teacher has been trained to be able to give and score the CELDT testing, and two teachers have been trained for going to WASC accreditations, which will be helpful for this year as we are going through our own WASC accreditation revisit in the spring of 2021. Staff retreats are held at least twice a year for one to two days. Fall of 2018-19, 3 staff and the principal are working on an MTSS grant. They are attending 4 trainings that are two days each, to evaluate data, and to build a multi-dimensional tiered system of support, that will be implemented in the next school year. We give school in-service during staff meetings every Wednesday reviewing and collaborating on how the staff uses our process for PBL. This is every Wednesday for an hour. In the winter of 2020, the Fall of 2020 and the Spring of 2021 the principal will be going to a leadership summit for 3 days with all New Tech leaders throughout the country (they will all be virtual due to the pandemic.)