

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Technology High School

49-73882
CDS Code

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

November 17, 2021

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Vision Statement

Technology High School, students, staff, parents and our community partners understand that it takes an exemplary effort to foster successful lifelong learning. All Technology High School community members have a voice and work together toward the development of the whole child; preserving their uniqueness while preparing them to be productive, contributing members of our diverse society.

The community promotes high expectations for academic excellence through five tenets. Student achievement is accomplished through innovative, powerful project-based teaching and learning of the standards-based integrated curriculum in a safe, caring small school environment. Students are empowered to manage their learning through the use of technology tools. Instruction is personalized and differentiated based on the learning styles of the student. Students are assessed using multiple measures which help guide staff in supporting student achievement. Standards-aligned research-based instructional strategies are the focal point of the school's professional development program.

The Technology High School Expected School-wide Learning Outcomes, including Personal Integrity, Effective Communication, Citizenship and Global Responsibility, Critical Thinking, and Reflective Learning, are learning outcomes that provide the foundation for positive student behavior and are integrated throughout the school environment. Students are influential in how their school is run through the leadership program. Students are encouraged and nurtured by recognition programs, PTSA family events, engaged parents, a caring staff, dedicated volunteers and many community partners. It is the vision of Technology High School that all students will contribute to our society, experience academic success, possess a strong sense of self-worth and leave the school with the attitude, skills, and knowledge to be critical thinkers, problem-solvers, and lifelong learners.

Mission Statement

Technology High School seeks to develop the talents of motivated students to become thoughtful and productive members of an increasingly and ever-changing global and technological society. Technology High School offers a rigorous and innovative college-preparatory curriculum to ensure that, upon graduation, all students are prepared for college and/or career.

School Description:

Technology High School is a regional school of choice focused on Science, Technology, Engineering, and Mathematics within the Cotati Rohnert Park Unified School District. While a majority of the students are drawn from within the district, there is a significant percentage drawn from districts throughout the North Bay. In the 2021-22 school year, Technology High School enrolled 342 students, 145 (42%) which are out of district. The school serves a broad cross section of students in grades 9-12 who have an interest in attending an innovative, small, project-based school. Students must possess a strong work ethic and be motivated to meet the expectation of three years of Engineering courses as a graduation requirement. Students are encouraged and supported to take college and AP classes as part of their high school experience.

Graduates are prepared to enter post secondary education and the work force as independent, critical thinkers, and decision-makers who recognize that learning is a lifelong process. To accomplish school goals and to support students in reaching learning outcomes, the staff develops, refines, and implements the following: 1) Project-based learning environment, 2) Integrated curriculum, 3) Integration of technology, 4) Maintenance of a small school culture, and 5) Empowerment of students to manage their own learning.

Staff and students are actively involved in a dynamic curriculum design process in which students:

- Develop critical-thinking, teamwork, and problem solving skills
- Integrate information and skills from multi-disciplinary areas
- Develop interpersonal and intra-personal skills vital for success in a postsecondary environment
- Develop innovative, inventive, creative, and risk-taking thought processes
- Develop lifelong learning skills required for a rapidly changing society, workplace, and world
- Utilize technology to access, organize, compile, analyze, create, and demonstrate new information

Student Demographic Data

For the current 2021-22 school year, as of November 15, 2021

Source: PowerSchool SIS

* This data seems "off". It raises the questions: How does data get added into PowerSchool? What are the differences for capturing student data from internal versus outside of CRPUSD? Why does PowerSchool not have a tracking for "Two or More Races"? Why are nearly 12% of the students "non-reporting" in PowerSchool?

Total Students = 338

- Hispanic/Latino 8.6%
- Asian 12.4%
- African American 3.6%
- American Indian .9%
- Filipino 3.3%
- Pacific Islander 0%
- White 58.9%
- Non-reporting 11.8%

*no information about Two or More Races

For the 2020-21 school year

Source: Data Quest

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=49738824930384&aggllevel=school&year=2020-21>

Total Students = 339

By Race / Ethnicity

- Hispanic 19.8%
- Asian 5.9%
- African American 1.2%
- American Indian 0.6%
- Filipino 1.5%

- Pacific Islander 0%
- White 44.2%
- Two or More Races 6.2%
- Non-reporting 20.6%

For the 2019-2020 school year

Sources: the CA Dashboard 2020 <https://www.caschooldashboard.org/reports/49738824930384/2020> and <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=49738824930384&aggllevel=school&year=2020-21>

Total Students = 322

By Group

- Foster Youth (2) 0.6%
- Socioeconomically Disadvantaged (59) 18.3%
- Students with Disabilities (5) 1.6%
- English Learners (2) 0.6%

By Race / Ethnicity

- Hispanic (74) 23%
- Asian (16) 5%
- African American (2) 0.6%
- American Indian (2) 0.6%
- Filipino (5) 1.6%
- Pacific Islander (0) 0%
- White (120) 37.3%
- Two or More Races (16) 5%
- Non-reporting 27%

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2020-21 SPSA Annual Review and Update

Initial Year for the SPSA

Involvement Process for the 2021-22 SPSA and Update

A School Site Council was elected by their peer groups:

- 3 parents
- 4 students
- 5 teachers
- 2 other school staff (principal & counselor)

The School Site Council evaluated the SPSA during the November meeting.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Initial year of implementing a SPSA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year of implementing a SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year of implementing a SPSA

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|---|---|
| ed-data.org CAASPP English Language Arts/Literacy Results 2018-19 | 11th Grade: 96.05% Standard Exceeded & Met; 3.95% Standard Nearly Met | See below |
| https://caaspp-elpac.cde.ca.gov/ CAASPP English Language Arts/Literacy Results 2018-19 | 11th Grade: 75% Standard Exceeded; 25.01% Standard Met; 3.95% Standard Nearly Met | Move "Standard Nearly Met" into "Standard Met" - Maintain high level of "Exceeding Standard" so that overall percentages stay the same or increase. |

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 90% of students will score proficient or higher in ELA on CA state standardized assessments to indicate college and career readiness.
Technology High School will close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students.

| | 2018-19 Final Data | 2021-22 Data Goal |
|----------------------------------|---------------------------|--------------------------|
| Schoolwide (SW) | Actual 96.05% | Goal 96% |
| English Learners (EL) | Actual na | Goal |
| Students with Disabilities (SWD) | Actual na | Goal |
| Other Student Groups | Actual na | Goal |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|---|--|---|----------------|----------------|
| Schoolwide (SW) | <p>1. Alignment of Instruction with Common Core Standards. THS teachers will:</p> <p>a. continue to align and pace units of study with Common Core Standards for English Language Arts and Mathematics courses at each grade level</p> <p>b. develop common language for shared rubrics across subject matter courses</p> <p>c. review assessment results to evaluate what students have learned; compare lesson design among teachers to determine best practices for curriculum delivery</p> <p>d. utilize a project design plan to ensure common expectations and use of the 8 critical elements</p> <p>e. provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success</p> <p>f. assign students to utilize Paper Tutor for writing assignments and draft reviews</p> | <ul style="list-style-type: none"> * Google classroom * Shared assessments and rubrics * PLC agenda / activities * Department meetings agenda * Students of Concern & Action Steps / PBIS - measure number of students identified and quantity of supports implemented * Paper Tutor student use / teacher assignments * AP Test scores & number of test-takers * Number of field trips & number of students attending | Provide teacher release time (School Business Leave) | | |
| | | | Supply instructional technology - ensure the availability of computer & academic support software to all teachers | | |
| | | | Supply classroom instructional text and ancillary support to scaffold & accommodate student needs with Common Core Curriculum | | |
| | | | Field Trips | ESSER | 1,500. |
| | | | Provide trainers to deliver workshops in the use of applicable software (PaperTutor) | | |
| | | | Provide Collaboration time each month within the planned professional meeting times | | |
| | | | | | |
| | 2. Curriculum Development. THS | Staff PD Day agendas (August, Nov) | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|---|----------------|----------------|
| | <p>teachers will:</p> <p>a. participate in ongoing curriculum development using research-based guided planning models, including the 8 critical elements of PBL, and those supported by district provided technology and applicable software</p> <p>b. design and deliver English Reading & Writing Curriculum (ERWC), aimed specifically at supporting college level English course readiness, for 12th graders</p> <p>c. Continue Advanced Placement English Literature and Language Arts course aimed specifically at high ability college ready high school students</p> <p>d. Continue Advanced Placement English Composition and Language Arts course aimed specifically at high ability college ready high school students</p> | <p>Project Planners Departmental meetings agendas Master schedule Release time / summer PD for AP instructors</p> | <p>District will continue to supply curriculum for AP curriculum</p> | | |
| | | | <p>District will continue to provide teacher release time (School Business Leave)</p> | | |
| | <p>3. Assessment</p> <p>a. Administration - Provide teachers with resources, strategies</p> | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|---|----------------|----------------|
| | <p>and curriculum to successfully plan instruction</p> <p>c. Reporting - Inform parents and students of assessment information via PowerSchool, Google Classroom, e-mail, and conferences</p> <p>d. Writing Assessment - Provide Paper Tutor to all students; and as appropriate other digital platforms.</p> | | Provide Paper Tutor subscriptions to all students | ESSER | 6,216 |
| English Learners (EL) | | | | | |
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| Students with Disabilities (SWD) | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|---|---|-----------------------|----------------|----------------|
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| Other Student Groups | | | | | |
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Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Initial year of implementing a SPSA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year of implementing a SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year of implementing a SPSA

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|--|---|
| ed-data.org CAASPP Mathematics Results 2018-19 | 81.58% Met or Exceeded Standards; 15.79% Nearly Met; 2.63% Did Not Meet Standards | See below. |
| https://caaspp-elpac.cde.ca.gov/ Mathematics Results 2018-19 | 42.11% Exceeded Standards; 39.47% Met Standards; 15.79% Nearly Met; 2.63% Did Not Meet Standards | Provide scaffolding and interventions to address learning loss in order to maintain the baseline of 81.5% students meeting or exceeding standard. Primary goal, remediate learning loss and bring students back up to previous years' levels. |

Subject: Math

LEA/LCAP:

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #2 Technology High School will close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students.
81.5% of students will score proficient or higher in math on CA state standardized assessments to indicate college and career readiness.

| | 2018-19 Final Data | 2021-22 Data Goal |
|----------------------------------|---------------------------|--------------------------|
| Schoolwide (SW) | Actual 81.5% | Goal 81.5% |
| English Learners (EL) | Actual | Goal |
| Students with Disabilities (SWD) | Actual | Goal |
| Other Student Groups | Actual | Goal |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|--|---|--|----------------|----------------|
| Schoolwide (SW) | <p>1. Alignment of Instruction with Common Core Standards. THS teachers will:</p> <p>a. Continue to align units of study with Common Core Standards for math courses in each subject area.</p> <p>b. Continue formative common unit assessments each math course, approximately every 3 weeks</p> <p>c. Review assessment results to evaluate what students have learned. They will also compare lesson design among teachers to determine best practices for curriculum delivery</p> <p>d. Provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success, including Geometry manipulatives and compasses, and equitable access to T1-84 calculators</p> <p>e. Provide student access to technology to ensure students use Paper Tutor and other digital platforms.</p> | <ul style="list-style-type: none"> * Google classroom * Shared assessments and rubrics * PLC agenda / quantity of activities to occur once a month. * Department meetings agenda * Students of Concern & Action Steps / PBIS - measure number of students identified and quantity of supports implemented * Paper Tutor student use / teacher assignments * AP Test scores & number of test-takers | Provide teacher release time (School Business Leave) | | |
| | | | Software | ESSER | 100 |
| | | | Supply classroom instructional text and ancillary support to implement Common Core Curriculum and address student needs for scaffolding, Calculus enrichment textbooks | | |
| | | | Continue to offer access to technology during school in the form of laptops, ipads, Chromebooks, etc needed to ensure equitable access for all | | |
| | | | Provide trainers to deliver workshops in the use of applicable software | | |
| | | | Materials & Supplies | ESSER | 800 |
| | | | Materials & Supplies | ESSER | 1,250 |
| | | | | | |
| | | | | | |
| | | | | | |
| | 2. Curriculum Development. THS | * Staff PD Day agendas (August, Nov) | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|--|---|----------------|----------------|
| | <p>teachers will:</p> <p>a. Participate in ongoing curriculum development using research-based guided planning models, including those supported by district provided technology and applicable software and Project-based Learning</p> <p>b. Design and deliver Algebra I curriculum with scaffolding in place to address student learning loss</p> <p>c. Design and deliver Geometry curriculum with scaffolding in place to address student learning loss.</p> <p>d. Design and deliver Algebra 2 curriculum with scaffolding in place to address student learning loss.</p> <p>e. Continue Advanced Placement Mathematics courses including AP Calculus and AP Statistics</p> <p>f. Collaborate with other departments and subject matter teachers to implement quantitative reasoning and mathematical problem-solving into projects to enhance mathematical learning in a variety of contexts</p> | <ul style="list-style-type: none"> * Project Planners (# of completions) * Departmental meetings agendas (# of times curriculum work completed) * Master schedule * Lesson plans that implement scaffolding and personalized, targeted learning opportunities. | <p>AP Certification Teacher training. District funded</p> | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|---|--|---|--|----------------|----------------|
| | 3. Assessment | | | | |
| | a. Readiness - Use MDTP assessment to assist in properly placing students in mathematics classes | MDTP assessment results x-referenced with course placement | PBIS Resources - Printing & other. District funded | | |
| | b. Readiness - Prepare students for test-taking skills from within the classroom through regular administration of benchmark assessments | Students of Concern spreadsheet with strategies tried / actions taken to address students academic needs. | PBIS Teacher release time. District funded. | | |
| b. Administration - Provide classroom and school assessment resources, and time for teachers to collaborate to ensure proper RTI strategies and assessments are being implemented | PBIS resources implementation | | | | |
| c. Review - Mathematics Department teachers will review assessments and use the resulting student achievement data to plan program and interventions, while setting goals for student and school performance. | AP Test scores & number of test-takers | | | | |
| d. Reporting - Inform parents and students of assessment information via report card, mail, and conferences | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
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| English Learners (EL) | | | | | |
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| Students with Disabilities (SWD) | | | | | |
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| Other Student Groups | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
| | | | | | |

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Initial year of implementing a SPSA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year of implementing a SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year of implementing a SPSA

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|--|--|
| https://www.caschooldashboard.org/College/Career Readiness | 98.5% Prepared How College/Career Indicator (CCI) is calculated: https://www.cde.ca.gov/ta/ac/cm/documents/understandcciprepared.pdf | Graduates classified as PREPARED on the state measure must meet at least one of the criteria below: 1. Smarter Balanced Assessments - Score of Level 3 "Standard Met" or higher on both ELA & math. 2. AP Exams - Score of 3 or higher on two AP exams 3. IB Exams - NA for THS 4. College Credit Courses - two semesters or three quarters of college coursework with a grade of C- or better in academic or CTE subjects where college credits are awarded |

| | | |
|--|--|--|
| | | <p>5. State Seal of Biliteracy (SSB) - SSB awarded and score of Level 3 or higher in ELA on the SBAC</p> <p>6. Leadership / Military Science - NA for THS</p> <p>7. CTE Pathway - Pathway completion with a grade of C- or better in the capstone course plus one of the additional criteria: SBAC Level 3 or higher in ELA and Level 2 or higher in mathematics OR Level 3 or higher in mathematics and at least a Level 2 in ELA OR one semester of college credit with a grade of C- or better in academic / CTE subjects. THS NEEDS TO ASSES ITS CTE PATHWAY AND ENSURE ALIGNMENT WITH A CAPSTONE COURSE. THS may be out of compliance for this element.</p> <p>8. UC and CSU a-g requirements met - complete a-g course requirements with a grade of C-or better plus one additional summative assessment (SBAC, College credit, AP exam, CTE pathway completion)</p> |
| | | |

Subject: College & Career Readiness / Equity

LEA/LCAP: LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 Technology High will focus on equity and inclusivity in its outreach, recruitment, enrollment and retention of students to achieve a fair representation of gender, race and socioeconomically disadvantaged students.
Technology High will implement opportunities for students to explore career pathways and ensure all students have equitable access to meeting A-G course completion and college readiness.

| | 2018-19 Final Data | 2021-22 Data Goal |
|----------------------------------|---------------------------|--------------------------|
| Schoolwide (SW) | Actual 98.5% | Goal 100% |
| English Learners (EL) | Actual | Goal |
| Students with Disabilities (SWD) | Actual | Goal |
| Other Student Groups | Actual | Goal |
| Graduation Rate (GR) | Actual 100% | Goal 100% |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|--|---|--|----------------|----------------|
| Schoolwide (SW) | <p>1. Recruitment & Outreach: Current THS students and staff will do outreach to local middle schools in the form of tutoring and school visits to encourage an equitable variety of students to see what THS has to offer. THS will:</p> <p>a. make daytime visits to local middle schools to introduce the THS program to a variety of students</p> <p>b. continue to invite all local students to tour our campus in the Fall</p> <p>c. translate marketing materials in Spanish</p> <p>d. provide application assistance workshops for 8th graders</p> <p>e. upgrade school website system to include more detailed information on the application process, the school calendar, the teacher/counselor profiles, and the athletic program</p> <p>f. evaluate evaluate entrance requirements, including mathematics and</p> | <p>a. Counselor shall maintain a spreadsheet of all daytime visits to local public, private, independent, and charter middle schools.</p> <p>b. ASB and counselor shall maintain a spreadsheet of numbers of students who participate in the "In-District 8th Grade" tours.</p> <p>c. Community Liaison shall provide assistance with translation and phone outreach to Spanish speaking parents. Examine dates of translated newsletters, phone calls. Create new marketing materials by end of 2021-22 school year after conducting market research and focus groups.</p> <p>d. Counselor shall maintain a spreadsheet of all workshops offered and the students by name and ethnicity who attended.</p> <p>e. Library Assistant in the Student Center along with the Office Manager shall make targeted improvements and updates to the website, as tracked on a spreadsheet.</p> <p>f. Principal shall maintain</p> | Principal and staff will need time to develop publications, design entrance assessments, conduct interviews, and evaluate candidates | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|--|---|----------------|----------------|
| | <p>English assessments and the interview process</p> <p>g. build relationships with 6th & 7th grade programs and schools to strategically plan opportunities for recruitment and outreach.</p> | <p>a spreadsheet of all 8th grade parent information nights (three) -- who attends, who signs up and doesn't attend, who applies, who gets accepted.</p> | | | |
| | <p>2. Career exploration: All students will utilize Naviance for career exploration and seniors shall be given opportunities for Internships aligned to their career interests.</p> <p>a. participate in year one of the Workplace Grant pilot for paid internships and community college courses</p> <p>b. create additional internship opportunities for students who are not in the pilot</p> <p>c. By grade level, the counselor will ensure every student knows how to access and utilize Naviance for career exploration, progress toward A-G requirements, and college options.</p> | <p>Five (5) students shall participate in paid internships via the SCOE pilot (maximum number allowed in year 1)</p> <p>Additional internships tracked via spreadsheet.</p> <p>Counselor works with teachers to provide time for all students to access Naviance and participate in career exploration and personal aptitude exploration through Naviance's features such as "Strengths-finder" surveys.</p> <p>Database or spreadsheet of student extracurricular opportunities, for example KQED student advisory board, CRPUSD student rep, other application-based enrichment opportunities.</p> | <p>Part of the Strong Workforce Grant</p> | | |
| | <p>3. Intentionally build a culture of support</p> | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|--|----------------|----------------|
| | <p>to ensure all students feel a sense of belonging and purpose at school. THS will:</p> <p>a. gather qualitative and quantitative data to determine participation rates and feelings of belonging for all subgroups, including ethnicity, gender and students with disabilities</p> <p>b. utilize a Community Liaison to conduct student focus groups and parent outreach</p> <p>c. conduct A/B testing to determine best marketing messages and language so that students of diverse backgrounds do not feel excluded from potentially attending THS</p> <p>d. increase diversity of parents and community organizations included in the THS Learning Network</p> | <p>a. Community Liaison surveys combined with student initiated surveys via DALE program. Spreadsheets and notes from interviews and surveys.</p> <p>b. Spreadsheets mapping student participation with analysis by subgroup demographics including ethnicity and gender (academics, athletics, extracurriculars)</p> <p>c. Student oral interviews and surveys tracked via spreadsheets - blind A/B testing with analysis to measure which messages resonate with students of color, diverse socioeconomic backgrounds, and gender</p> <p>d. Airtable database or google site containing contact information aligned to expertise and subject matter. Spreadsheet tracking levels of classroom, student, and teacher interactions.</p> | <p>Minimal cost expenditure for these activities, other than 'time' needed to complete and implement the various aspects of the plan.</p> <p>Community Liaison - district funded</p> | | |
| | <p>4. Ensure equitable access to STEM, pathways and A-G course work. THS will:</p> <p>a. have teachers implement strategies</p> | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
| | <p>within each course to provide response to intervention protocols aimed at supporting struggling students</p> <p>b. examine students of concern who are experiencing academic, behavioral or mental health / SEL challenges and implement action steps and PBIS strategies to support them</p> <p>c. provide teacher availability during the weekly ASC intervention period to support to struggling students</p> <p>d. Continue to offer STEM subjects as our Career Technical Education pathway</p> | | | | |
| | <p>5. Onboarding new students. THS will:</p> <p>a. continue to support diversity and anti-bullying activities through Character Strong</p> <p>b. continue to support incoming students with Link Crew</p> <p>c. continue to employ Restorative Practices</p> | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
| | to build community and resolve conflict | | | | |
| English Learners (EL) | | | | | |
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| Students with Disabilities (SWD) | | | | | |
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| Other Student Groups | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|---|---|--|----------------|----------------|
| | | | | | |
| Graduation Rate (GR) | THS will continue to achieve 100% graduation rate. | Students will be enrolled and supported in credit recovery to ensure they meet graduation requirements. Edgenuity tracking. | Edgenuity student accounts - district funded | | |
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Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No SPSA for 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year of implementing a SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year of implementing a SPSA

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|--|--|
| CA School Dashboard www.caschooldashboard.org/ 2019 Suspensions | All Students: 330 students total with a 2.1% suspension rate. Two or more races: 105 students total with 1% suspension rate. Hispanic: 70 students total with 4.3% suspension rate. White: 130 students total with 2.3% suspension rate. Socio-Economically Disadvantaged: 62 students total with 3.2% suspension rate | Increase PBIS and participation levels for all students with focus group and attention to Hispanic and Socio-Economically Disadvantaged students to ensure they receive scaffolded support and feel a sense of belonging and purpose at school and in the community. |

Subject: Attendance/PBIS

LEA/LCAP: LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal #4 Technology High School will implement systems to ensure all students experience an equitable sense of belonging, discovery of purpose, and academic access and support.

| | Increase student attendance rate by 0.5% or to 98%. | | Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard | |
|---|---|-------------------|--|-------------------|
| | 2018-19 Final Data | 2021-22 Data Goal | 2018-19 Final Data / District Preliminary Data | 2021-22 Data Goal |
| Schoolwide (SW) | Actual 96% | Goal 97% | Actual 6.4% | Goal 6% |
| English Learners (EL) | Actual N/A% | Goal 97% | Actual N/A% | Goal N/A% |
| Students with Disabilities (SWD) | Actual N/A% | Goal 97% | Actual 25% | Goal 15% |
| Other Student Groups Economically Disadvantaged | Actual N/A% | Goal 97% | Actual 6.5% | Goal 6% |

| | Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% | maintain green/blue status Fall 2020 CA Dashboard |
|-----------------------|---|---|
| | 2018-19 Final Data / District Preliminary Data | |
| Schoolwide (SW) | Actual 1.5% | |
| English Learners (EL) | Actual 2.1% | |

| | | |
|---|-------------|---------|
| Students with Disabilities (SWD) | Actual 2.5% | Goal 2% |
| Other Student Groups Economically Disadvantaged | Actual 1.6% | Goal 1% |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|---|--|---|----------------|----------------|
| Schoolwide (SW) | <p>THS will continue to monitor student interests and evaluate which visual and performing arts classes to offer based upon student interest. THS will:</p> <p>a. track student enrollment in each elective</p> <p>b. survey students to gauge interest in possible VAPA electives</p> <p>c. provide courses, equipment, and facilities that reflect student interest in VAPA courses and band</p> <p>d. support a middle school dance club as part of the high school dance team</p> | <p>Course requests</p> <p>Surveys</p> <p>Participation trackers</p> <p>Team membership</p> <p>Facilities maps</p> <p>Performances: number of attendees & reviews.</p> | <p>Student interest will be gauged by focus groups, surveys and course requests</p> | | |
| | | | <p>THS will continue to offer and expand offerings in the Arts and Band. District funding and support required to ensure facilities aligned to programmatic needs</p> | | |
| | | | Technology | ESSER | 1,551. |
| | <p>THS will intentionally build a culture of support to ensure all students feel a sense of belonging and purpose at school. THS will:</p> <p>a. implement participation trackers to measure student involvement in academics, athletics, extracurriculars</p> <p>b. provide opportunities for THS students to serve as tutors to elementary & middle school students through</p> | <p>Participation trackers</p> <p>Survey results</p> <p>Spreadsheets of tutors</p> <p>Survey results</p> <p>Community Liaison interview and call notes</p> <p>Website changes</p> <p>ASB activities trackers</p> <p>Clubs spreadsheets</p> <p>Conference attendance</p> <p>Purchase orders & contracts</p> <p>Lesson plans & sign in sheets</p> | <p>ASB stipend and CADA conference expenditures. District / School regular budget.</p> | | |
| | | | <p>Furniture: desks, chairs, tables. District funded</p> | | |
| | | | <p>Consultant Contract</p> | ESSER | 3,000. |
| | | | <p>Materials & Supplies</p> | ESSER | 500. |
| | | | <p>Materials & Supplies</p> | ESSER | 700. |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|---|--|----------------|----------------|
| | <p>the PAL program and AVID tutoring</p> <p>c. utilize a Community Liaison to conduct grade-level student focus groups to measure students' sense of belonging at school</p> <p>d. calendar and advertise student club activities on the school website, ASC videos, and Principal's newsletter</p> <p>e. calendar and advertise student athletics on the school website and Principal's newsletter</p> <p>f. continue student-empowered and active ASB leadership program and course</p> <p>g. continue to celebrate sports, extra-curricular activities and academics for both male and female students</p> <p>h. Provide sufficient chairs and desks so every classroom can accommodate every student every period (instead of moving chairs with each period change)</p> <p>i. Provide access to science and engineering learning scaffolds and tools, including</p> | | Shelving for access & storage in Engineering container | ESSER | 2,000. |
| | | | Equipment | ESSER | 350. |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|--|-----------------------|----------------|----------------|
| | <p>appropriate shelving container for Engineering and distiller for distilled water for Science courses</p> <p>j. Provide industry experts (consultants) to supplement and enhance PBL and authentic learning experiences for our students.</p> <p>k. create calm spaces for students mental health and wellness (flower beds, free lending library with books and calming fountains / reading area in the student center).</p> | | | | |
| | <p>THS will provide mental health and counseling services to students and staff through</p> <p>a. grief counseling and SEL support</p> <p>b. Small group and individual counseling</p> <p>c. suicide prevention services & awareness</p> <p>d. anti-bullying training with Safe School Ambassadors</p> <p>e. implementation of "Students of Concern" tracking with PBIS-aligned support actions</p> | <p>Spreadsheets of students served</p> <p>Days of campus with Team Success counselors</p> <p>"Dog a Day" spreadsheet</p> <p>Counselor calendars</p> <p>Agendas / dates of special programs</p> <p>Students of concern spreadsheets</p> | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
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| English Learners (EL) | | | | | |
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| Students with Disabilities (SWD) | | | | | |
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| Other Student Groups | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
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Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Initial year of implementing a SPSA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year of implementing a SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year of implementing a SPSA

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|-----------------|----------------------------------|--|
| | | |
| PTSA membership | 2020-21 (last year) = 56 members | 2021-22 Goal = 10% growth = 62 members |
| | | |

Subject: Parent Engagement

LEA/LCAP:

LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Site: All parents will be involved in support of the Extracurricular, Co-curricular, or academic program. Examples: Athletic Booster or PTSA membership, co-curricular club support such as Robotics, Science Fair or History Day competitions, Corrective And Preventable Action (CAPA) 9th grade experiential final exam, School Site Council, events and rallies.

Goal #5

LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Site: All parents will be involved in support of the Extracurricular, Co-curricular, or academic program. Examples: Athletic Booster or PTSA membership, co-curricular club support such as Robotics, Science Fair or History Day competitions, Corrective And Preventable Action (CAPA) 9th grade experiential final exam, School Site Council, events and rallies.

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|---|---|---|----------------|----------------|
| Schoolwide (SW) | Increase family partnerships and involvement with the school a. build out a Learning Network of parents who can inform and support instructional practices and projects b. community liaison parent focus groups c. increase parent membership in the PTSA and Athletic Boosters d. use social media as appropriate to keep families informed and encourage school participation. e. offer attractive curricular, co-curricular, and social activities | a. Learning Network database - increase number of contacts by 10% each semester (baseline for Semester 1 = 0; goal for year end = 10) b. phone lists, parent surveys, conversation notes c. membership d. Twitter, Facebook, YouTube trackers e. participation trackers Marketing materials Website Weekly Counselor and | New brochures and marketing materials | | |
| | | | Marketing materials will be translated into Spanish | | |
| | | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|--|---|-----------------------|----------------|----------------|
| | <p>throughout the year designed to welcome attendance by parents and families</p> <p>f. update marketing materials, messages, and include Spanish translation, aim to increase balance of genders</p> | Principal newsletters | | | |
| | <p>Develop community partnerships with the school to increase student achievement & engagement</p> <p>a. build out a Learning Network of parents and community members who can inform and support instructional practices and projects</p> | <p>Guest lists / sign-ins / virtual attendance</p> <p>Database with contact information</p> | | | |
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| English Learners (EL) | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
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| Students with Disabilities (SWD) | | | | | |
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| Other Student Groups | Offer JC classes as available on the THS campus | | | | |
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Section 6 Budget Summary

Site Categorical Budget

| Total Allocations | | |
|-------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| ESSER | 17,967 | 0.00 |

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|--|-------------|
| Total Current Funds Provided to the School Through the Consolidated Application Current Year | \$ |
| Total Carryover Funds Provided to the School Through the Consolidated Application Carryover | \$ |
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Current allocation budgeted for strategies to meet the goals in the SPSA | \$17,967.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$17,967

Total of State and local programs that the school is including in the schoolwide program: \$17,967

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Technology High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

| <u>Parents/Community Members</u> | <u>Staff</u> |
|---|--|
| 1. Name: Emily Asencio Term: Year 1 of 2 XParent Community Member | 1. Name: Michelle Spencer Principal |
| 2. Name: Eric Martin Term: Year 1 of 2 XParent Community Member | 2. Name: Emilie King Term: Teacher |
| 3. Name: Nancy Feldstein Term: Year 2 of 2 XParent Community Member | 3. Name: Linda Desautels Term: Teacher |
| 4. Name: Ella Mantle Term: 10th grade Student | 4. Name: Ginny Mason Term: Teacher |
| 5. Name: Khansa Tariq Term: 11th grade Student | 5. Name: David Freebairn & Jenna Eggering Term: Teacher |
| 6. Name: Nicholas Petersen and Spencer Matticola Term: 12th graders Student | 6. Name: Kristina Juarez Term: Other School Staff |