Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Technology High School

49-73882-4930384
CDS Code

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
2-28-24	March 5, 2024

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 2023-24 school year, Technology High School enrolled 338 students, approximately 40% 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 2023-24 school year:
(Source: CalPads report December 2023 and PowerSchool SIS "Enterprise Reporting Enrollments by Demographic Groups - Reporting Race/Ethnicity")

Total Students = 338
- Hispanic 19.23%
- Asian 10.06%
- African American 1.8%
- American Indian 0.59%
- Filipino 1.48%
- Pacific Islander 0%
- White 60.06%
- Two or More Races 6.21%

By Group
- Foster Youth 0%
- Socioeconomically Disadvantaged 21.6%
- Students with Disabilities 3.25%
- English Learners 1.78%

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

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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.

All Technology High School SPSA goals are aligned with the CRPUSD Local Control Accountability Plan.

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 2022-23 SPSA Annual Review and Update

In the 2022-23 School Year, THS' School Site Council was comprised of:
* 3 parents
* 2 students (2 seniors)
* 3 teachers
* 2 other school staff (principal and counselor)

The Site Council examined student data at its Nov 9, 2022 and Jan 11, 2023 meetings. The SPSA was approved by the CRPUSD Board at the Jan 17, 2023 meeting.

Involvement Process for the 2023-24 SPSA and Update

In the 2023-24 School Year, THS' School Site Council was comprised of:
* 3 parents
* 2 students (1 frosh; 1 junior)
* 3 teachers
* 2 other school staff (principal and counselor)

The Site Council examined student data and provided feedback on the SPSA during the October, November and January meetings.

Additionally, the THS Leadership Team and department teams (during the Jan 24, 2023 staff meeting) reviewed student demographic and achievement data to further inform goal-setting for the 2023-24 SPSA.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

The 2022-23 ELA Goal was that schoolwide 90% of students will score proficient or higher in ELA on CA state standardized assessments, with the following subgroup achievements:
* ELs achieve 80% or higher
* Students with disabilities achieve 85% or higher
* Socio-Economically Disadvantaged students achieve 90% or higher

To achieve this goal, THS staff improved upon its alignment to Common Core Standards through the following specific actions:
* creation of professional learning teams that examined English Learner standards and conducted formative assessments to determine the needs of all learners with an emphasis on the needs of ELs
* determine the 5 "essential standards" that every student would be expected to master in each course
* begin the process of defining "essential skills" that every student would master year over year by subject (English, math, science, Spanish, etc)
* start to develop common language for shared rubrics across subject matter courses
* review assessment results to evaluate what students have learned; compare lesson design among teachers to determine best practices for curriculum delivery
* provide academic support for all students through weekly Advisories
* assign students to utilize Paper Tutor for writing assignments and review of student writing drafts.

Additionally, THS staff worked to develop curriculum through the following actions:
* participate in district curriculum pilots for English Language Arts; selection of Study Sync curriculum
* design and a new English 12 course aimed specifically at supporting college level readiness for 12th grade, to roll out in the 2023-24 school year
* continue offering Advanced Placement "English Literature and Language Arts (12)" and "English Composition and Language Arts (11)" courses

Lastly, THS staff worked to implement effective assessments through the following actions:
* administration and peer to peer resources and strategies shared collectively with all content similar teachers
* informing parents and students of assessment results and information via PowerSchool, Google classroom, email and conferences
* provide PaperTutor to all students

The above actions created the following results:
* 60.8% Standard Exceeded
* 32.9% Standard Met
* 5.1% Standard Nearly Met
* 0% Standard Not Met
(Source: Forecast5 platform for 22/23 school year)

Therefore, 93.7% of students assessed met or exceeded standards. THS exceeded its goal that 90% of students score proficient or higher in ELA by 3.7%

SED Achievement on AP Exams
(Source: PowerSchool-->Enterprise Reports-->AP Demographics)

In the 2022/23 school year, seventeen percent of THS students, totaling 43 students, were classified as Socio-Economically Disadvantaged (SED). Thirty one of those students were enrolled in AP courses. It is important to note that AP courses are generally available only to 11th and 12th grade students. The non-SED student count was 215 total students. 72% of the SED students were enrolled in AP courses compared to 65.8% on non-SED students enrolled in AP courses.

THS is proud of the equitable access to AP courses it provides to all students.

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

THS has a small number of EL students:
* 2021-22 School Year = 7 total EL students
* 2022-23 School Year = 16 total EL students (129% increase)
* 2023-24 School Year = 6 total EL students

In the 2022-23 School Year, THS staff within professional learning community teams conducted common formative assessments designed to improve best first instruction for our EL students. A high number of EL students were re-designated at the end of the year based on their ELPAC and CAASSP scores. This reduced our EL population down to just six (6) total ELs in 2023-24. We anticipate continued increases in EL enrollments for the next school year.

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.

THS will work closely to encourage all students enrolled in an AP Course to take the corresponding AP exam. We will make sure our students who need financial assistance with the costs of the test are aware that they can get a reduced rate or scholarship to assist with the costs. Our goal is to not limit access to AP classes because in some cases students choose an AP course because its a better fit for their schedule, or even because they want to be with their friends. We do want to encourage all students to take the exams and make sure that we let them know that financial assistance is available if they need it.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
College Board AP Test Scores cross-referenced with PowerSchool Enterprise Reporting "AP Demographics"	Socio Economically Disadvantaged students should be encouraged to take AP tests if they are enrolled in an AP course and provided financial support.	Ensure SED students know that financial support is available.
Forecast5 SBAC ELA Analysis 2023	11th Grade: 93.7% Standard Exceeded & Met; 5.1% 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.

| PowerSchool Enterprise Report "AP Demographics" 2022-23 | 65.8% of non SED students took an AP class; 72% of SED students took an AP class. | Continue to provide equitable access to AP classes for all students. |

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.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 93.7%	Goal 95%
English Learners (EL)	Actual 0%	Goal 80%
Students with Disabilities (SWD)	Actual 100%	Goal 95%
Other Student Groups Socio-Economically Disadvantaged (SED)	Actual 92.8%	Goal 95%

	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)	1. Alignment of Instruction with Common Core Standards. THS teachers will: a. continue to align and pace units of study with Common Core Standards for English Language Arts and Mathematics courses at each grade level b. develop common language for shared rubrics across subject matter courses c. review assessment results to evaluate what students have learned; compare lesson design among teachers to determine best practices for curriculum delivery d. provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success through Advisory Workshops and targeted in class support. e. assign students to utilize Paper Tutor for writing assignments and draft reviews	* 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	Block Grant	700.
			Field Trips		0
			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 teachers will: 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 b. design and deliver English Reading & Writing Curriculum (ERWC), aimed specifically at supporting college level English course readiness, for 12th graders. For the 2023-24 school year, teachers with support from the principal will create a new 12th grade Contemporary Lit course. c. Continue Advanced Placement English Literature and Language Arts course aimed specifically at high ability college ready high school students d. Continue Advanced Placement English Composition and Language Arts course aimed specifically at high ability college ready high school students	Staff PD Day agendas (August, Nov) Project Planners Departmental meetings agendas Master schedule Release time / summer PD for AP instructors	District will continue to supply curriculum for AP curriculum		
			District will continue to provide teacher release time (School Business Leave)		

	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. Administration - Provide teachers with resources, strategies and curriculum to successfully plan instruction c. Reporting - Inform parents and students of assessment information via PowerSchool, Google Classroom, e-mail, and conferences d. Writing Assessment - Provide Paper Tutor to all students; and as appropriate other digital platforms.		Provide Paper Tutor subscriptions to all students		0
English Learners (EL)	EL Support and Scaffolding THS staff will dedicate one Wednesday a month towards operating professional learning teams, with Sem 1 focus being on EL students. Implement TEPAC to guide teachers in all content areas to understand how to increase student writing and reading practice and assessments.	PLT Agendas * Shared assessments and rubrics * Common formative assessments Teachers bring samples of student work and formative assessments to their PLTs for analysis. Students of Concern & Action Steps / PBIS - measure number of students identified and quantity of supports implemented Paper Tutor student use / teacher assignments AP course enrollments, test scores & number of test-takers	District will provide training with CAPS to members of the Leadership Team (Principal and 3 teachers) to guide successful implementation of Professional Learning Teams		
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)					
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

The 2022-23 Math goal was (a) to close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students and (b) that 81.5% of students will score proficient or higher in math on CA state standardized assessments to indicate college and career readiness.

To achieve this goal, THS staff implemented a school-wide goal to align instruction to Common Core Standards through the following actions:
a. Continue to align units of study with Common Core Standards for math courses in each subject area.
b. Continue formative common unit assessments each math course, approximately every 3 weeks
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
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
e. Provide student access to technology to ensure students use Paper Tutor and other digital platforms.

Additionally, THS staff worked to develop curriculum through the following actions:
a. Ongoing curriculum development using research-based guided planning models, including those supported by district provided technology and applicable software and Project-based Learning
b. Design and deliver Algebra I curriculum with scaffolding in place to address student learning loss.
c. Enroll all 9th grade students into ALEKS math to receive (a) any needed foundational math learning and (b) enrichment in Algebra 1 if they are proficient with all foundational skills.
d. Design and deliver Geometry curriculum with scaffolding in place to address student learning loss.
e. Design and deliver Algebra 2 curriculum with scaffolding in place to address student learning loss.
f.   Continue Advanced Placement Mathematics courses including AP Calculus and AP Statistics
g. 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

Lastly, THS staff worked to build effective assessments through the following actions:
a. Readiness - Use MDTP assessment to assist in properly placing students in mathematics classes
b. Readiness - Prepare students for test-taking skills from within the classroom through regular administration of benchmark assessments
b. Administration - Provide classroom and school assessment resources, and time for teachers to collaborate to ensure proper RTI strategies and assessments are being implemented
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.
d. Reporting - Inform parents and students of assessment information via report card, mail, and conferences.

The above actions created the following results:
* 38% Standard Exceeded

* 39.2% Standard Met
* 16.5% Standard Nearly Met
* 6.3% Standard Not Met
(Source: Forecast5 2022-23)

Therefore 77.2% of students met or exceeded standards. THS missed its goal that 81.5% of students meet or exceed standards by 4.3%. THS increased the percentage of students who met/exceeded standards over the previous year. However, there exists still a gap with our intended student learning outcomes and we are working to implement Tier 2 and Tier 3 interventions and supports in the 2023-24 school year. One of the greatest opportunities for growth is the area of Communicating Reasoning (How well can students think logically and express their thoughts in order to solve a problem) where only 38% (an increased from 22.5% the previous year) of students were above standard, 16.5% are near standard (a decrease from 65% the previous year), and 23% are below standard. Guiding our math teachers to hone their skills with teaching students to express their thoughts in writing aligns not only with Common Core expectations, it also aligns with the needs of THS English Learners.

Income Status CAASPP Math Results:
* Free Lunch = 71.4% Met or Exceeded standards; 28.6% Nearly Met
* Reduced Lunch = 100% Met or Exceeded standards.

SED Achievement on AP Exams
(Source: PowerSchool-->Enterprise Reports-->AP Demographics)

In the 2022/23 school year, seventeen percent of THS students, totaling 43 students, were classified as Socio-Economically Disadvantaged (SED). Thirty one of those students were enrolled in AP courses. It is important to note that AP courses are generally available only to 11th and 12th grade students. The non-SED student count was 215 total students. 72% of the SED students were enrolled in AP courses compared to 65.8% on non-SED students enrolled in AP courses.

THS is proud of the equitable access to AP courses it provides to all students.

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

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.

THS continues to see a trend that an increased number of students who apply to attend THS have gaps with their math foundation skills. We accepted students who had only 5th grade mastery, and for the 2023-24 school year our Algebra 1 teachers have implemented a variety of interventions while moving through the Algebra 1 content. These interventions include:
* Once a week, during Advisory, students are required to receive Tier 2 math instruction if they are not making sufficient progress in their math classes. This is a popular intervention, and many students who aren't required to attend voluntarily do so.
* Once a week, during Freshman Essentials, all 9th graders work on their ALEKS math. All students were initially placed into a Foundational Math course on ALEKS. Students who have mastery quickly tested out and moved into Algebra 1 coursework as an Enrichment and extension to their regular Algebra 1 class.

THS is considering adding a math support course in the 2024-25 school year to further address the needs for math foundations mastery.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP Results found in Forecast5 "SBAC Math Analysis 2023"	77.2% Met or Exceeded Standards; 16.50% Nearly Met; 6.3% Did Not Meet Standards. One of the greatest opportunities for growth is the area of Communicating Reasoning (How well can students think logically and express their thoughts in order to solve a problem).	Tier 2 math interventions via ALEKS math for 9th graders and Advisory math support for all grade levels should continue. Greatest focus will continue to be Algebra 1 for 9th graders and Algebra 2 for 11th graders. Provide scaffolding and formative assessments to develop students success with mathematical "communicating reasoning".
College Board AP Test Scores xreferenced with PowerSchool Enterprise Reporting "AP Demographics"	AP Calculus AB: 53% (up from 25% previous year) scored a 4 or 5, 35% scored a 3, and 12% scored a 2. AP Statistics: 39% (up from 18% previous year) scored a 4 or 5, 22% scored a 3, and 39% scored a 2 or below.	Provide scaffolding and interventions to address learning loss in order to ensure 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 and EL students.
81.5% of students will score proficient or higher in math on CA state standardized assessments to indicate college and career readiness.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 77.15	Goal 81.5
English Learners (EL)	Actual 0.00	Goal 81.5
Students with Disabilities (SWD)	Actual 100.00	Goal 81.5
Other Student Groups SED	Actual 73.33	Goal 81.5

	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)	1. Alignment of Instruction with Common Core Standards. THS teachers will: a. Pay attention to the 5-10 "Power Standards" for each math course (as determined by the math teachers during their "professional learning team: time) and continue to align units of study with Common Core Standards for math courses in each subject area. b. Continue formative common unit assessments each math course, approximately every 3 weeks. c. Continue utilizing the STAR benchmark assessments. 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 d. Provide a 'Response to Intervention' (RTI) support mechanism for struggling students through remediation and immediate Tier 2 interventions (at lunch or via Advisory tutoring for all grade levels and	* Google classroom * Shared assessments and rubrics * PLT meetings twice a month - agendas. * Examination of student work and assessments at PLTs * Department meetings agenda * "Power Standards" identified in District created spreadsheet. * 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 * Student participation in STAR benchmark assessments. * Student participation in Advisory math tutoring. * Student results from STAR assessments.	Provide teacher release time (School Business Leave)		
			Software		0
			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 for Math Pilot. District funded.		0
			Materials & Supplies: calculators needed for 2023-24 school year	Block Grant	700.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	ALEKs math for all 9th graders. e. Provide student access to technology to ensure students use Paper Tutor and other digital platforms. f. Implement new math curriculum and utilize new textbooks purchased through the curriculum pilot.				

	2. Curriculum Development. THS teachers will: 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 b. Design and deliver Algebra I curriculum with scaffolding in place to address student learning loss c. Design and deliver Geometry curriculum with scaffolding in place to address student learning loss. d. Design and deliver Algebra 2 curriculum with scaffolding in place to address student learning loss. e. Continue Advanced Placement Mathematics courses including AP Calculus and AP Statistics 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 g. Collaborate with Science teachers to	* Staff PD Day agendas (August, Nov) * Project Planners (# of completions) * Departmental meetings agendas (# of times curriculum work completed) * Master schedule * Lesson plans that implement scaffolding and personalized, targeted learning opportunities. * Student work. * Attendance at math interventions.	AP Certification Teacher training. District funded Additional 0.2 section for math remediation. District funded will be requested.		

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

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	THS Staff will participate in Professional Learning Teams and pay attention to EL Students. a. Identify EL students and Long Term ELs (LTELs). b. Work collaboratively to develop shared formative assessments (that work in a variety of content areas) and examine student outcomes to determine what is needed to support ELs. c. Implement strategies to scaffold content learning so that it is accessible to ELs with caution around the down-side of allowing ELs to always use translation apps as they can impede language learning and advancement. d. Implement TEPAC to guide teachers in all content areas to understand how to increase student writing and reading practice and assessments. e. Attend district provided EL professional development.	* 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 * TEPAC guidance			
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)					
Other Student Groups					

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

<u>ANALYSIS</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2022-23 College & Career Readiness / Equity goal was to maintain having 99% of students prepared for college and career as measured by the California School Dashboard with attention to (a) recruitment and outreach with an equity lens, (b) intense and aligned career exploration, (c) developing students sense of purpose and belonging at school, (d) providing equitable access to STEM and A-G courses, and (e) effective onboarding of new students.

To achieve this goal, THS staff implemented a district-wide goal to conduct recruitment and outreach to local middle schools with an equity lens through the following specific actions:

a. make daytime visits to local middle schools to introduce the THS program to a variety of students - visits made to all three CRPUSD middle schools and to middle schools outside of CRPUSD
b. continue to invite all local students to tour our campus in the Fall - CRPUSD middle schools (3) participated in tours in Fall 2022/23
c. translate marketing materials in Spanish - this has not yet happened but the goal is to accomplish it Sem 2 2023
d. provide application assistance workshops for 8th graders - accomplished for in-district students at their middle schools and for out-of-district students at THS after school
e. evaluate entrance requirements, including mathematics and English assessments and the interview process
f. build relationships with 6th & 7th grade programs and schools to strategically plan opportunities for recruitment and outreach.

THS enhanced its approach to meaningful career exploration by having all students utilize Naviance for career exploration and seniors given opportunities for Internships aligned to their career interests through the following actions:

a. participated in the Workplace Grant pilot for paid internships and community college courses - 12 students were enrolled in an Internship class. They participate in information interviews, shadow days, and acquire paid or voluntary internships. Internships began in Sem 2 2022/23.
b. create additional internship opportunities for students who are not in the pilot
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 -100% participation, every student is using Naviance

THS Intentionally built a culture of support to ensure all students feel a sense of belonging and purpose at school with the following actions:

a. gather qualitative and quantitative data to determine participation rates and feelings of belonging for all subgroups, including ethnicity, gender and students with disabilities
b. utilize a Community Liaison to conduct student focus groups and parent outreach - occurring / ongoing
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
d. increase diversity of parents and community organizations included in the THS Learning Network -- over 200 contacts in the THS database and growing.

THS provided equitable access to STEM, pathways and A-G course work with these actions:

a. teachers implemented strategies within each course to provide response to intervention protocols aimed at supporting struggling students
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 --
c. provide teacher availability during the weekly Advisory
d. continue to offer STEM subjects as our Career Technical Education pathway

THS attended to meaningful onboarding new students:

a. continue to support diversity and anti-bullying activities through Character Strong - 100% student participation through weekly Advisory
b. continue to support incoming students with Link Crew -- ASB Students serve as Leaders and facilitated our one week "Summer Bridge" program before the new school year started.
c. continue to employ Restorative Practices to build community and resolve conflict -- ongoing

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

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.

We believe our THS focus on Advanced Placement exams, a–g Completion, College Credit Course (formerly called Dual Enrollment), STAR Assessments in English language arts/literacy and mathematics in all grades, and State Seal of Biliteracy is robust enough that we can maintain an extremely high percentage (over 98%) of our students qualifying.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
https://www.caschooldashboard.org/ College/Career Readiness	In 2023, 77.8% of THS students were Prepared for College/Career. No data provided in 2022. In 2021, THS students were 98.5% Prepared for College/Career How College/Career Indicator (CCI)	Graduates classified as PREPARED on the state measure must meet at least one of the criteria below:

	is calculated: https://www.cde.ca.gov/ta/ac/cm/documents/understandcciprepared.pdf	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 5. State Seal of Biliteracy (SSB) - SSB awarded and score of Level 3 or higher in ELA on the SBAC 6. Leadership / Military Science - NA for THS 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 or C- or better in academic / CTE subjects. THS NEEDS TO ASSSES ITS CTE PATHWAY AND ENSURE ALIGNMENT WITH A CAPSTONE COURSE. THS may be out of compliance for this element. 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)

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.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 77.8	Goal 99
English Learners (EL)	Actual N/A	Goal NA
Students with Disabilities (SWD)	Actual N/A	Goal NA
Other Student Groups SED	Actual 78.9	Goal 99
Graduation Rate (GR)	Actual 91.4	Goal 99

	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)	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: a. make daytime visits to local middle schools to introduce the THS program to a variety of students b. continue to invite all local students to tour our campus in the Fall c. translate marketing materials in Spanish d. provide application assistance workshops for 8th graders 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 f. evaluate entrance requirements, including mathematics and English assessments	a. Counselor shall maintain a spreadsheet of all daytime visits to local public, private, independent, and charter middle schools. b. ASB and counselor shall maintain a spreadsheet of numbers of students who participate in the "In-District 8th Grade" tours. c. Dr Mayra Perez hosted a "listening session" for non-English speaking parents in October 2023. d. Counselor shall maintain a spreadsheet of all workshops offered and the students by name and ethnicity who attended. 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. f. Principal shall maintain a spreadsheet of all 8th grade parent information nights (three) -- who attends, who signs up and doesn't attend, who applies, who gets accepted. h. Through the Chick-fil-A	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
	and the interview process g. build relationships with 6th & 7th grade programs and schools to strategically plan opportunities for recruitment and outreach. h. build relationships with elementary school students through service oriented learning and support.	Leader program, conduct reading and book-giveaways at a CRPUSD elementary school.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2. Career exploration: All students will utilize Naviance for career exploration and seniors shall be given opportunities for Internships aligned to their career interests. a. help students discover their aptitudes and hone their career interests, using that information to develop a 6-year plan. b. create internship opportunities for students through offering an Internship course or securing a grant to hire a part time Classified position who will assist students to acquire career aligned internships (paid or unpaid). 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.	Five (5) students shall participate in paid internships via the SCOE pilot (maximum number allowed in year 1) Additional internships tracked via spreadsheet. 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. Counselor meets with all students individually every semester to address 6-year plan goals and progress. Database or spreadsheet of student extracurricular opportunities, for example KQED student advisory board, CRPUSD student rep, other application-based enrichment opportunities.	Part of the Strong Workforce Grant		
			Naviance - District provided for all students		
			CTE Foundation - THS acquired a grant to fund a part time Classified position to help seniors secure an Internships (started Sem 2 of the 2023-24 SY)	Other	15,000.

	3. Intentionally build a culture of support to ensure all students feel a sense of belonging and purpose at school. THS will: a. gather qualitative and quantitative data to determine participation rates and feelings of belonging for all subgroups, including ethnicity, gender and students with disabilities b. utilize a Community Liaison to conduct student focus groups and parent outreach 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 d. increase diversity of parents and community organizations included in the THS Learning Network e. try to secure a grant to increase female student interest in THS through a 6th & 7th grade summer "coding bootcamp" for girls.	a. Community Liaison surveys. Spreadsheets and notes from interviews and surveys. b. Spreadsheets mapping student participation with analysis by subgroup demographics including ethnicity and gender (academics, athletics, extracurriculars) 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. d. Airtable database or google site containing contact information aligned to expertise and subject matter. Spreadsheet tracking levels of classroom, student, and teacher interactions. e. Grant documentation and interviews.	Minimal cost expenditure for these activities, other than 'time' needed to complete and implement the various aspects of the plan.		
			Community Liaison - district funded		
			CTE Foundation - THS acquired a grant for middle school girls coding bootcamp during the summer of 2023	Other	3500.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	4. Ensure equitable access to STEM, pathways and A-G course work.THS will: a. have teachers implement strategies within each course to provide response to intervention protocols aimed at supporting struggling students 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	Notes and resources from Professional Learning Teams (PLTs)			
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)	THS will 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		

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

The 2022-23 Climate and Culture goal was to (a) offer elective courses aligned to student interests and /or career goals, (b) help students develop a sense of belonging and purpose at school, (c) provide mental health and counseling services.

To achieve this goal, THS staff implemented school-wide goals with the following specific actions:

a. track student enrollment in each elective - numbers of sections of band, instrumental music, and digital photography were determined based on student course requests
b. survey students to gauge interest in possible VAPA electives - this occured in January 2023 and included level of student interest exists for a Journalism course
c. provide courses, equipment, and facilities that reflect student interest in VAPA courses and band - in 2022/23 we offered Instrumental Music for the first time. This lab course allows students to explore a new instrument and learn how to play.
d.   support a middle school dance club as part of the high school dance team - this was not accomplished, but the Dance Team did increase its members.

To build a culture of support to ensure all students feel a sense of belonging and purpose at school, THS took the following actions:

a. implement participation trackers to measure student involvement in academics, athletics, extracurriculars
b. provide opportunities for THS students to serve as tutors to elementary & middle school students through AVID tutoring -- THS students tutored AVID students at TMS in 2022/23.
c. calendar and advertise student club activities on the school website, Advisory videos, and the Counselor's and Principal's newsletters --occurred regularly and consistently
d. calendar and advertise student athletics on the school website and Principal's newsletter
e. continue student-empowered and active ASB leadership program and course -- successful with 33 students enrolled and highly active at building a positive school culture.
f. continue to celebrate sports, extra-curricular activities and academics for both male and female students -- although our athletics program is extremely popular and growing. For Sem 1 2022/23, 111 students actively participated in one or more sports. That's 34% of THS students in just the first semester! We have implemented ways to celebrate our athletes through our school rallies (room for growth here), a bulletin board outside the student center, awards to Seniors at end of the school year, and in the Principal's weekly newsletter.
g. Provide sufficient chairs and desks so every classroom can accommodate every student every period (instead of moving chairs with each period change) -- fully accomplished. Chairs were repaired and new purchases made at the end of 2021/22 school year so that every classroom had enough seats for all its students by the start of 2022/23.

h. Provide access to science and engineering learning scaffolds and tools, including appropriate shelving container for Engineering and distiller for distilled water for Science courses - purchased and being used.
i. Provide industry experts (consultants) to supplement and enhance PBL and authentic learning experiences for our students -- Database with contacts developed as well as a full day career fair with nearly 40 industry reps to happen in January 2023
j. 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) -- accomplished.

THS provides mental health and counseling services to students through
a. grief counseling and SEL support -- SEL support is occurring through the weekly Advisory program and is also infused into regular classroom instruction whenever possible.
b. Small group and individual counseling -- two days a week the Team Success Clinicians are on campus and one day a week a district psychologist is available to THS students on campus. Referrals are made by the THS counselor. All parties have full caseloads.
c. suicide prevention services & awareness -- for 2022/23, the suicide prevention experience with Community Matters will be embedded into Freshman Essentials for all 9th graders (it was conducted schoolwide in the 2021/22 school year)
d. anti-bullying training with Safe School Ambassadors -- new group of students trained and active in 2022/23
e. implementation of "Students of Concern" tracking with PBIS-aligned support actions -- this tracking mechanism is maintained by the THS Counselor who weekly asks teachers to input concerns about students. The Office Team meets weekly and reviews these students, developing action plans to help them.

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

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.

Reduce number of sub-goals to ensure greater focus on what is most beneficial and needed for our students.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CA School Dashboard 2023 Suspension Rate	All Students: 335 students total with a 2.4% suspension rate. An increase of 1% over prior year. Two or more races: 24 students with 0% suspension rate Hispanic: 61 students with 1.6% suspension rate White: 210 students with 2.9% suspension rate Socio-Economically Disadvantaged (SED): 67 students with 3% suspension rate. Students with Disabilities: 15 students with a 6.7% suspension rate	Increase PBIS and participation levels for all students with focus group and attention to Students with Disabilities 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.
Attendance Rates were found using the new 5Lab platform "Attendance Summary Current Year" report filtered by Technology High School.		

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	
	2022-23 Final Data	**2023-24 Data Goal**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal**
Schoolwide (SW)	Actual 96.61%	Goal 97.11%	Actual 9.4%	Goal 8.4%
English Learners (EL)	Actual 97.01%	Goal 97.51%	Actual 12.5%	Goal 11.5%
Students with Disabilities (SWD)	Actual 96.2%	Goal 96.7%	Actual 26.7%	Goal 25.7%
Other Student Groups Economically Disadvantaged	Actual 93.1%	Goal 93.6%	Actual 9.2%	Goal 8.2%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 2.4%	Goal 2%
English Learners (EL)	Actual 0.0%	Goal 0%
Students with Disabilities (SWD)	Actual 6.7%	Goal 2%
Other Student Groups Economically Disadvantaged	Actual 3.0%	Goal 2%

	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)	THS will continue to monitor student interests and evaluate which classes to offer based upon student interest. THS will: a. track student enrollment in each elective b. survey students to gauge interest in possible electives offerings (music, journalism, drama, senior essentials) as well as interest in Robotics versus Computer Science. c. provide courses, equipment, and facilities to successful implementation of elective courses. d. continue the partnership with SRJC to offer a college course aligned to student interests, such as Art 7, on the THS campus each semester in alternating years	Course requests Surveys Participation trackers Team membership Facilities maps Performances: number of attendees & reviews SRJC enrollment numbers	Student interest will be gauged by focus groups, surveys and course requests		
			THS will continue to offer relevant elective offerings. District funding and support required to ensure facilities aligned to programmatic needs		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	THS will intentionally build a culture of support to ensure all students feel a sense of belonging and purpose at school. THS will: a. implement participation trackers to measure student involvement in academics, athletics, extracurriculars b. provide opportunities for THS students to serve as tutors to elementary & middle school students through AVID tutoring g. continue to find new ways celebrate sports, extra-curricular activities and academics for both male and female students j. Provide industry experts (consultants) to supplement and enhance PBL, career exploration, and authentic learning experiences for our students. 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).	Participation trackers Survey results Spreadsheets of tutors Survey results Community Liaison interview and call notes Website changes ASB activities trackers Clubs spreadsheets Conference attendance Purchase orders & contracts Lesson plans & sign in sheets	ASB stipend and CADA conference expenditures. District / School regular budget.		
			Materials & Supplies: Portable speaker for PE dance unit	Block Grant	350.
			Equipment		0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	THS will provide mental health and counseling services to students and staff through a. Small group and individual counseling b. suicide prevention services & awareness c. anti-bullying training with Safe School Ambassadors d. continue implementation of "Students of Concern" tracking with PBIS-aligned support actions	Spreadsheets of students served Days on campus with Team Success counselors Counselor calendars Agendas / dates of special programs Students of concern spreadsheets			
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

The 2022-23 Parent Involvement Goal was to involve families in support of extracurricular, co-curricular or academic school programs.

To achieve this goal, THS staff implemented the following specific actions:

 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 throughout the year designed to welcome attendance by parents and families
 f. update marketing materials, messages, and include Spanish translation, aim to increase balance of genders

The above actions created the following results:

 a. the creation and implementation of a Parent, Alumni & Community database of individuals wiling to support THS in a variety of ways
  - Airtable Community Members = 36
  - Alumni spreadsheet = 143
  - Family / Parent Partnerships spreadsheet = 20
  - Annual "School of Choice" parent survey = 136 respondents at end of year in 2022-23
 b. community liaison parent focus groups
  - Did not happen in 2022-23; however, in October 2023, Dr. Perez conducted a "Listening Focus Group" with non-English speaking parents.
 c. increase parent membership in the PTSA and Athletic Boosters
  - Parent membership in PTSA for 2022-23 was 137 parents, an increase from 78 the previous year, and just 56 members prior to that.
  - The goal was to achieve 10% growth
 d. use social media as appropriate to keep families informed and encourage school participation.
  - Facebook extremely active and reliable source of information for parents
  - Instagram also active for THS ASB and for general school information
  - A Principal's newsletter is published approximately once a week; it is translated into Spanish by district translators
  - A Counselor's newsletter is published approximately once a week.
 e. offer attractive curricular, co-curricular, and social activities throughout the year designed to welcome attendance by parents and families
 f. update marketing materials, messages, and include Spanish translation, aim to increase balance of genders

- A new brochure and mailers need to be created as previous ones are outdated.
- Weekly principal's newsletter is translated into Spanish

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

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.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
PTSA membership	2021-22 = 78 members; 2022-23 = 137 parent members. We met and exceeded our goal with an increase of 59.	2023-2024 goal = another 10% increase in parent membership to achieve 150 parent members.
Community, Parent, Alumni Database	Parent / Alumni database created in the 2021-22 school year. By 2022-23 we had acquired 199 contacts! We have active plans to engage at least 30 of those individuals in our January 18 Career Exploration day.	N/A

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. Goal = 10% increase in database contacts from 199 to 218. b. community liaison parent focus groups c. increase parent membership in the PTSA and Athletic Boosters. Goal = another 10% increase in parent membership to achieve 150 parent members during 2023-24 school year.	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. Instagram, Facebook, YouTube trackers e. participation trackers Marketing materials Website	Youth Truth	Other	
			New brochures and marketing materials. District funded.	Other	
			Marketing materials will be translated into Spanish. District funded.	Other	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	d. use social media as appropriate to keep families informed and encourage school participation. e. offer attractive curricular, co-curricular, and social activities throughout the year designed to welcome attendance by parents and families f. update marketing materials, messages, and include Spanish translation, aim to increase balance of genders g. parent surveys to assess family feelings of connection to the school and satisfaction.	Weekly Counselor and Principal newsletters Fundraising activity to build stronger parent and school connections (Pasta Dinner Fundraiser & Raffle created by PTSA took place in Jan 2024) Surveys to include: Exit interviews with every parent who voluntarily disenrolls a THS student (excludes families who disenroll due to a move out of county/state); annual "School of Choice" survey; YouthTruth survey.			
	Develop community partnerships with the school to increase student achievement & engagement a. continue to build out a Learning Network of parents and community members who can inform and support instructional practices and projects	Guest lists / sign-ins / virtual attendance Database with contact information Career fair (all day conference) with 30+ community members to take place in Sem 2 in 2022-23 school year	Career fair - feeding all day guests who inspire THS students. T-SEL grant funded through SCOE.	Other	800.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	b. actively invite community members to the THS campus for a variety of meaningful connections to increase student learning and connect to authentic, real world experiences and career exploration				
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups	Offer JC classes as available on the THS campus				

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Support EL Learners	ELPAC Test Coordinator Anna Fargo	Other	5,000.	LCAP Goals #2 & 5
Math Interventions	Additional 0.2 FTE needed - being requested from District	Other	25,000.	LCAP Goals # 1, 2, & 3
Beginning the 2023-24 school year, additional 0.4 FTE needed for Spanish teacher increase to align with increasing graduation requirements to 230 units and ensure all students achieve meeting A-G college entrance requirements (adding 2 sections of Spanish will achieve this).	Additional 0.4 FTE needed for the 2023-24 school year - being requested from District	Other	50,000.	LCAP Goals # 1, 2, & 3
WASC Coordinator	Teacher stipend for 2023-24 SY; additionally this teacher will also get a prep period in the 2024-25 SY	Other	25,000	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	0	0.00
Title I: Parent Involvement	0	0.00
Title I: FTE	0	0.00
Block Grant	8250	6,500.00

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	$0
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$0
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$126,050.00

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: $0

Total of State and local programs that the school is including in the schoolwide program: $8250

Section 8 School Site Council Membership

2023 - 2024 **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).

Parents/Community Members	**Staff**
1. Name: Emily Asencio Term: Term 1 of 2 XParent Community Member	1. Name: Michelle Devereaux **Principal**
2. Name: Maricela Ibarra Term: Term 2 of 2 XParent Community Member	2. Name: Crow Morgan Term: Year 1 of 2 **Teacher**
3. Name: Rachel Ede Term: Year 1 of 2 XParent Community Member	3. Name: David Freebairn Term: Year 1 of 2 **Teacher**
4. Name: Joseph Harris Term: 11th grade - Year 1 of 2 **Student**	4. Name: Tyler Aftab Term: Year 2 of 2 **Teacher**
5. Name: Surjin Banwait Term: 9th grade - Year 1 of 2 **Student**	5. Name: Term: **Teacher**
6. Name: Term: **Student**	6. Name: Kristina Juarez Term: Year 1 of 2 **Other School Staff**

Section 8 School Site Council Membership

2023 - 2024 SCHOOL SITE COUNCIL (SSC) MEMBERSHIP Elementary (TK-5th) SCHOOL: Technology High School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Emily Asencio Term: Term 1 of 2 XParent Community Member	1. Name: Michelle Devereaux **Principal**
2. Name: Maricela Ibarra Term: Term 2 of 2 XParent Community Member	2. Name: Crow Morgan Term: Year 1 of 2 **Teacher**
3. Name: Rachel Ede Term: Year 1 of 2 XParent Community Member	3. Name: David Freebairn Term: Year 1 of 2 **Teacher**
4. Name: Joseph Harris Term: 11th grade - Year 1 of 2 Parent Community Member	4. Name: Tyler Aftab Term: Year 2 of 2 **Teacher**
5. Name: Surjin Banwait Term: 9th grade - Year 1 of 2 Parent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Kristina Juarez Term: Year 1 of 2 **Other School Staff**