Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Technology Middle School

49-73882-0128348
CDS Code

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
02/28/2024	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:
The Technology Middle School staff is preparing students to become active and meaningful participants in their education and community.
Mission:
Pursuing relevant and engaging academics through Investigative Learning and Technology while pursuing social literacy through a supportive school community that includes staff and parents.

School Description:
Technology Middle School provides a 21st century learning atmosphere while maintaining a strong belief in a child centered education. Students at Tech Middle learn through Project Based Learning activities that expose the students to real world problems, questions or challenges. Our students learn how to work collaboratively, use critical thinking and problem solving skills, as well as learning to self-manage. Tech Middle cultivates a strong school community where families and the larger community are welcome and are essential participants in the success of our school.

Technology Middle School is a comprehensive 6-8 middle school. In 2022-2023 our enrollment was 401 students. Our school demographics consist of 72.1% Socioeconomically Disadvantaged, 31% English Learners, and 1.4% of Foster Youth and 18.8% students with special education services.

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

	Not Title I
X	Schoolwide Program
X	Additional Targeted Support and Improvement
	Socioeconomically Disadvantaged

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.

The school SPSA is aligned to the LCAP. Goal 1 and 5 of the LCAP are aligned to Goals 1 and 2 of the SPSA, Goal 2 of the LCAP is aligned to Goals 3 and 4 of the SPSA. Goal 4 of the LCAP is aligned to Goal 5 of the SPSA. Progress towards meeting LCAP goals is measured by the CA dashboard and local measures.

Resource Inequities

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

The school is working with the district to do an analysis of resource needs and inequities. During differentiated assistance work with SCOE we identified that oue rwo greatest needs are to improve instructional practices and create stronger partnerships with our families. To address these needs, Technology Middle School is in need of additional resources.

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

School Site Council: 2-28-24
Site Leadership Team:
ELAC:
Whole Staff: 12-20-23

Involvement Process for the 2023-24 SPSA and Update

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.

For the school year of 2022-2023 most, but not all strategies/activities were implemented. The strategies/activities that were implemented were indicated by staff and students using the library as a resource for new books for the students to read during SSR, the number of students at high risk on the STAR decreased in reading: 6th grade 1%, over 1,000 new books purchased for the library, over 1,000 new books purchased for classroom libraries and students are frequenting the library more often and checkin out books of interest.

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

For assessment data, TMS adopted a new Assessment system, so we are unable to provide comparisons between the 2021-2022 school year and 2022-2023 school year, as we are adapting a new baseline for comparison.
Overall rate of students with Fs increased 12.5% from Trimester 1 to Trimester 3.

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.

SSR will be everyday next year, allowing students more time to read.
All teachers will focus on ELD standards in their lessons.
Progress monitoring for students in the high risk category on the STAR Renaissance assessment will be progress monitored consistently.
Before and after school tutoring will be offered for students.
Staff will participate in ongoing professional development on how to use the ELD standards across curricular areas.
Staff will be participating in MTSS training.
Implementation of new ELA curriculum Amplify.
PLC work will continue focusing on specific standards.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP ELA scores for 2022-2023 school year.	Data from 2023 State of California Dashboard shows groups of students need:	We need to increase achievement in ELA through targeted academic intervention, targeted and explicit

	20.7% of students met or exceeded standard for ELA.	grade level goals including consistent progress monitoring and provide equitable access to appropriately leveled books and classroom libraries.
Local data from the STAR Reading assessment from Winter of 2022-2023 was analyzed and disaggregated.	43% of 6th grade students are high risk 47.3% of 7th grade students are high risk 50% of 8th grade students are high risk	We need to increase achievement in reading comprehension and vocabulary.
ELPAC data for 2023 school year.	56.7% of students scored well developed or moderately developed. 43.2% of students scored somewhat developed or minimally developed.	We need to increase for EL students by implementing ELD standards across curricular areas.

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 Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by state points and/or attaining green/blue status on California Dashboard for CASSPP results.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 20.83%	Goal 25.83
English Learners (EL)	Actual 7.32%	Goal 12.32
Students with Disabilities (SWD)	Actual 6.56%	Goal 11.56
Other Student Groups Socioeconomically Disadvantaged	Actual 19.01%	Goal 24.01

	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)	We will provide after school tutoring and two mornings a week a study center for students to utilize Paper tutoring program with support from certificated & classified employees.	Benchmark assessment results and progress will be monitored in ELA.	After school study center staffed utilizing certificated and classified pay.	Title I	7,290
	Hourly pay for ELA after school intervention.	Benchmark assessment results and progress will be monitored in ELA.	After school tutoring provided by a certificated teacher.	Title I	3,800
English Learners (EL)	TMS staff will collaborate in PLC meetings to identify specific needs of English Language Learners in order to maximize student learning.	Benchmark assessment results and progress will be monitored in ELA.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TMS staff will engage in professional development structured to introduce and implement the ELD standards across all curricular areas.	Benchmark assessment results and progress will be monitored in ELA.			
	We will purchase a copy of the California English Language Development Standards: Kindergarten Through Grade 12 for each teacher to utilize in planning their curriculum.	Benchmark assessment results and progress will be monitored in ELA.	Purchase California English Language Development Standards: Kindergarten Through Grade 12	Title I	719
				Block Grant	241
	We will purchase hands on materials and realia to support conceptual understanding of key concepts and academic vocabulary.	Benchmark assessment results and progress will be monitored in ELA.	Purchase materials and realia.	Title I	2,000
			Purchase materials and realia.	Block Grant	1,000
Students with Disabilities (SWD)	We will purchase literary and nonfiction books and reading materials to expand classroom libraries and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD.	Benchmark assessment results and progress will be monitored in ELA.	Purchase high interest, easy readability literary and nonfiction books and reading material.	Title I	2,000
Other Student Groups Socioeconomically Disadvantaged	Implementation of STAR progress monitoring for students scoring in the high risk range. After school intervention will be offered to students who need the instruction and intervention to increase levels of achievement.	Benchmark and Progress Monitoring assessment results and progress will be monitored in ELA.			

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.

> For the school year of 2022-2023 most, but not all strategies/activities were implemented. The strategies/activities that were implemented were indicated by:
> Students have access to new math manipulatives such as protractors, calculators, number lines and white boards.
> Number of students at high risk on STAR decreased in math: 6th grade 2%
> Number of students at high risk on STAR decreased in math: 8th grade 7%
> Number of students at low risk on STAR increased in mathematics: 8th grade 2%

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

> For assessment data, TMS adopted a new Assessment system, so we are unable to provide comparisons between the 2021-2022 school year and 2022-2023 school year, as we are adapting a new baseline for comparison.
> Overall rate of students with Fs increased 12.5% from Trimester 1 to Trimester 3.

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.

> Before and after school tutoring will be offered for students.
> Staff will be participating in MTSS training.
> PLC work will continue focusing on specific standards.
> Progress monitoring for students in the high risk category on the Renaissance STAR assessment will be progress monitored consistently.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP Math scores for the 2022-2023 school year.	Data from 2022 State of California Dashboard shows groups of students need: 8.8% of students met or exceeded standard for math.	We need to increase achievement in Math through targeted academic intervention, targeted and explicit grade level goals including consistent progress monitoring and

		provide equitable access to math manipulatives.
Local data from the STAR MATH assessment from Spring of 2023 was analyzed and disaggregated.	83.9% of 6th grade students are high risk 76.8% of 7th grade students are high risk 76.3% of 8th grade students are high risk	We need to increase achievement in Math through targeted academic intervention, targeted and explicit grade level goals including consistent progress monitoring and provide equitable access to math manipulatives.

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 Increase student achievement levels in Math by raising percentage of students meeting or exceeding standard by state points and/or attaining green/blue status on California Dashboard for CASSPP results.
All students in significant subgroups : ELL, Foster Youth, Low Socioeconomic students and students with disabilities will increase their proficiency by at least 5 points and/or meet or exceed green/blue status school wide.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 8.42%	Goal 13.42
English Learners (EL)	Actual 1.53%	Goal 6.53
Students with Disabilities (SWD)	Actual 6.67%	Goal 11.67
Other Student Groups Socioeconomically Disadvantaged	Actual 6.92%	Goal 11.92

	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)	We will provide after school tutoring and two mornings a week a study center for students to utilize Paper tutoring program with support from certificated & classified employees.	Benchmark assessment results and progress will be monitored in Math.	After school study center staffed utilizing certificated and classified pay.	Title I	7290
	Hourly pay for Math after school intervention.	Benchmark assessment results and progress will be monitored in Math.	After school tutoring provided by a certificated teacher.	Title I	3800
	We will purchase manipulatives and hands on learning tools to support understanding of mathematical concepts.	Benchmark assessment results and progress will be monitored in Math.	Purchase manipulatives and hands on learning tools	Title I	500
			Purchase manipulatives and hands on learning tools	Block Grant	1,000
English Learners (EL)	TMS staff will collaborate in PLC meetings to identify specific needs of English Language Learners in order to maximize student learning.	Benchmark assessment results and progress will be monitored in Math.			
	TMS staff will engage in professional development structured to introduce and implement the ELD standards across all curricular areas.	Benchmark assessment results and progress will be monitored in Math.			
Students with Disabilities (SWD)	We will purchase a supplemental math curriculum that will support students to backfill skills in order to meet grade level standards.	Benchmark assessment results and progress will be monitored in Math.	Purchase supplemental math curriculum	Title I	1,000
Other Student Groups	Implementation of STAR progress monitoring for students	Benchmark assessment results and progress			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Socioeconomically Disadvantaged	scoring in the high risk range. After school intervention will be offered to students who need the instruction and intervention to increase levels of achievement.	will be monitored in Math.			

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: 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.

For the school year of 2022-2023 most, but not all strategies/activities were implemented. The strategies/activities that were implemented were indicated by:
4 of our students successfully met with community mentors.
Purchased new tools and supplies for our Wood Shop elective, allowing students to build and create a multitude of projects.
Purchased more Lego Robotics kits allowing more students hands on experience in our Robotics elective.

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

Overall rate of students with Fs increased 12.5% from Trimester 1 to Trimester 3.
Rate of tardiness increased by 4.3%

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 will continue to work with Mentor Me program and match more students with community mentors.
We will continue to work with KKIS to ensure attendance for all students.
Some staff will attend AVID professional development.
Staff will begin to use AVID strategies in grades 6-8.
Staff will participate in beginning Project Based Learning professional development.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
April 2023 Youth Truth Survey	38% of students perceive themselves as engaged with their education.	We need to increase students feeling engaged in their education by providing more opportunities through career and college readiness skills.

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 To build student engagement and academic challenge using opportunities through career and college readiness skills by providing equitable access to technology and hands on learning opportunities.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 100	Goal 100
English Learners (EL)	Actual 100	Goal 100
Students with Disabilities (SWD)	Actual 100	Goal 100
Other Student Groups Socioeconomically Disadvantaged	Actual 100	Goal 100
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)	TMS staff will engage in professional development structured to introduce and implement how to incorporate Project Based Learning using the educational tools in the Design Lab.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Outside coaching	Title I	1000
	We will participate in the Mentor Me program which provides community mentors for students that focus on connecting with community, empowering them to grow and positively contribute to the community.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	We will purchase supplies and materials for our electives classes to ensure access and equity for all students.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase supplies and materials.	Block Grant	6,684.00
	We will purchase playground equipment to provide students with an opportunity to play collaboratively.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase playground equipment.	Block Grant	1,000
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically Disadvantaged					
Graduation Rate					

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

Section 4 Climate & Culture

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.

> For the school year of 2022-2023 most, but not all strategies/activities were implemented. The strategies/activities that were implemented were indicated by:
> Consistent weekly lessons taught in every class once a week.
> Observations of students using restorative discourse when solving a problem among peers.
> Positive reinforcements using school currency- Tiger Bucks
> Provided staff with several trainings throughout the year regarding PBIS strategies.
> Attended monthly district wide PBIS meetings as TMS coordinator.
> Attended and participated in MSPABA (music boosters)
> Provided site based team a weekly update on attendance in order to support students not attending.
> Coordinated and facilitated restorative meetings with students throughout the 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.

> Social Emotional curriculum needs to be taught more than once a week.
> More lessons on empathy need to be taught and focused on school-wide.
> Students and families need more education regarding how to use social media in a safe and respectful manner.
> Character education curriculum was implemented at the start of the school year.
> Unstable staffing due to COVID resulting in not all staff members being present for trainings.
> TMS PBIS team was not consistent due to COVID.

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.

> SSR will be every day next year, allowing teachers to have more time with their students to teach social emotional curriculum.
> Summer Bridge program for incoming 6th graders.
> Staff will be participating in MTSS training.
> Character education curriculum will begin in the beginning of the year equipping students with the skills to help provide a positive campus environment.
> Provide staff members with meeting synopsis.
> Recruit more teachers for our PBIS team.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard 2023	23.1% of students are chronically absent.	Build systems and routines to engage and partner with families around attendance and student engagement.
CDE School Dashboard 2023	Students with disabilities have a higher rate of suspension than all students and other subgroups. 10% of students with disabilities were suspended at least once.	Professional development in restorative practices and PBIS as well as social emotional learning need to be implemented to lower rates of suspensions in all subgroups, including students with disabilities.
2023 Parent Survey	28% of parents disagree that Families and teachers care about each other.	Social emotional learning for students and staff to equip our school community with the tools to develop the ability for self advocacy and student voice.
2023 Student Survey	46% of students disagree that "Most students are friendly to me" 63% of students disagree that "I really feel like a part of my school's community." 28% of students agreed or answered "yes" to the statement that "During this school year, have other students bullied or harassed you?"	Professional development in restorative practices and PBIS as well as social emotional learning need to be implemented to to equip our school community with the tools to develop the ability for self advocacy and student voice.

Subject: Attendance/PBIS

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

Goal #4 Increase student attendance levels to 5% chronically absent or meet green/blue status in student engagement/attendance. Continue implementation of PBIS and restorative practices to lower suspension rate to 5% or meet green/blue status in the area of suspension levels.

	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 92.53%	Goal %	Actual 23.1%	Goal %
English Learners (EL)	Actual 94.01%	Goal %	Actual 17.8%	Goal %
Students with Disabilities (SWD)	Actual 91.90%	Goal %	Actual 21.1%	Goal %

Other Student Groups Socioeconomically Disadvantaged	Actual 92.84%	Goal %	Actual 20.8%	Goal %

	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 13.2%	Goal %
English Learners (EL)	Actual 10.7%	Goal %
Students with Disabilities (SWD)	Actual 9.8%	Goal %
Other Student Groups Socioeconomically Disadvantaged	Actual 14.1%	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)	Implementation of Second Step in every classroom to improve academic performance, reduce negative social behaviors, and create a more positive classroom and campus environment.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Implementation of Safe School Ambassadors to improve academic performance, reduce negative social behaviors, and create a more positive classroom and campus environment.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I	5,000
English Learners (EL)	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		data and CDE dashboard results.			
	Implementation of monthly Safety Net Meetings with a grade level representative from each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I	5,000
Students with Disabilities (SWD)	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Implementation of monthly Safety Net Meetings with each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I	5,000
Other Student Groups Socioeconomically Disadvantaged	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Implementation of monthly Safety Net Meetings with each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Other	5,000

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.

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

> For the school year of 2022-2023 most, but not all strategies/activities were implemented.

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

> Parent events were not offered due to unstable staffing due to COVID.

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.

> For the 2022-2023 school year parent nights will start in January contingent upon COVID illnesses.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2023 Parent Survey	52% of parents disagreed with "I receive regular feedback about my child's progress." 61% of parents disagreed with "I feel empowered to play a meaningful role in decision-making at my school.."	Parents need more opportunities to communicate with school staff, as well as information provided to them in a timely fashion. Staff needs training and support in the importance of parent engagement and school-home connection.

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: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement at TMS.

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: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement at TMS.

	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)	TMS staff will engage in professional development structured to inform the importance of the home-school connection, how to effectively communicate with families and how to build relationships with families.	We will monitor the Youth Truth Survey and family surveys.			
	We will offer parent events such as book clubs, parent trainings on utilizing Paper tutoring program, parent trainings on incorporating Second Step at home, and other topics families have a shared interest in learning.	We will monitor the Youth Truth Survey, family surveys, parent attendance at events.	Extra hour pay for certificated staff.	Title I	1,886
			Extra hour pay for certificated staff.	Title I: Parent Involvement	1882.00
			Extra hour pay for certificated staff.	Block Grant	800.00
English Learners (EL)	We will offer parent nights before ELPAC testing to inform and educate parents on the importance of the test, how to support their student before and during the test, and how to read ELPAC results.	We will monitor the Youth Truth Survey, family surveys, parent attendance at events.	Extra hour pay for certificated staff.	Title I: Parent Involvement	200

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

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
This position will assist in progress towards goals in ELA, MATH, PBIS, Attendance, Equity and Parent Engagement by leading the school community in PBIS as the site PBIS facilitator, fostering relationships with students, parents and the wider community, collaboration on academic and behavioral interventions and provide support and professional development to improve instructional strategies.	Assistant Principal	Title I: FTE	34,213	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	137,267.81	90,982.81
Title I: Parent Involvement	3,490.84	1,408.84
Title I: FTE		
Block Grant		

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).

<u>Budget Summary</u>

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$140,758.64
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$9,684.91
Total Funds Provided to the School Through the Consolidated Application	$150,443.55
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	$98,305.00

<u>Other Federal, State, and Local Funds</u>

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: $

Section 8 School Site Council Membership

<table>
<tr><td colspan="2" align="center">2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Technology Middle School</td></tr>
</table>

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: Glenn Yanagi Term: 23-24 XParent Community Member	1. Name: Josh Brown-Herrera **Principal**
2. Name: Lutisha Mason Term: 23-24 XParent Community Member	2. Name: Taylor Powert Term: 22-23, 23-24 **Teacher**
3. Name: Term: Parent Community Member	3. Name: Hannah Markow Term: 23-24 **Teacher**
4. Name: Keanah Newton Term: 23-24 **Student**	4. Name: Jessica Tullock Term: 23-24 **Teacher**
5. Name: Term: **Student**	5. Name: Term: **Teacher**
6. Name: Term: **Student**	6. Name: Alicia Cartwright Term: 21-22, 22-23, 23-24 **Other School Staff**

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Technology Middle 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: Glenn Yanagi Term: 23-24 XParent Community Member	1. Name: Josh Brown-Herrera **Principal**
2. Name: Lutisha Mason Term: 23-24 XParent Community Member	2. Name: Taylor Powert Term: 22-23, 23-24 **Teacher**
3. Name: Term: Parent Community Member	3. Name: Hannah Markow Term: 23-24 **Teacher**
4. Name: Keanah Newton Term: 23-24 Parent Community Member	4. Name: Jessica Tullock Term: 23-24 **Teacher**
5. Name: Term: Parent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Alicia Cartwright Term: 21-22, 22-23, 23-24 **Other School Staff**