

Technology Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Technology Middle School
Street	7165 Burton Ave.
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4800
Principal	Josh Brown Herrera
Email Address	j_brownherrera@crpusd.org
School Website	https://tms.crpusd.org/
Grade Span	6-8
County-District-School (CDS) Code	49-73882-0128348

2025-26 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2025-26 School Description and Mission Statement

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 Investigative 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 2024-2025 our enrollment is 409 students. Our school demographics consist of 65.3% Socioeconomically Disadvantaged, 27.7% English Learners, and 1.4% of Foster Youth and 84

2025-26 School Description and Mission Statement

students with special education services.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	137
Grade 7	138
Grade 8	134
Total Enrollment	409

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.6
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	3.9
Black or African American	2.7
Filipino	0.5
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	1
Two or More Races	3.7
White	22.5
English Learners	27.9
Foster Youth	0.7
Homeless	3.7
Migrant	0.2
Socioeconomically Disadvantaged	68.2
Students with Disabilities	20.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	49.58	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0.9	4.9	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.4	22.24	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.4	21.89	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.24	19.5	6.58	15831.9	5.67
Total Teaching Positions	20.1	100	297.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	66.46	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	1.1	5.55	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	8.61	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	13.83	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	1.1	5.41	17.1	5.71	14303.8	5.15
Total Teaching Positions	20.9	100	300.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	70.28	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.89	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	13.32	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	9.8	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	1.2	5.7	25.6	8.22	13705.8	4.91
Total Teaching Positions	22.4	100	311.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1.9
Misassignments	3.40	1.8	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.40	1.8	2.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.5	1
Local Assignment Options	3.40	1.3	1.1
Total Out-of-Field Teachers	4.40	2.8	2.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.4	9.1	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th-8th: Amplify	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th - 8th Grade: Illustrative Mathematics and ALEKS	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th - 8th: Inspire Science by McGraw Hill	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th: Glencoe/McGraw-Hill, Discovering Our Past, Ancient Civilizations 7th: Glencoe/McGraw-Hill, Discovering Our Past, Medieval and Early Modern Times 8th: Glencoe/McGraw-Hill, Discovering Our Past, The American Journey to World War I	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc	0%

Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

Technology Middle School was built in 1962 and has gone through 7 phases of modernization. In the summer of 2017, Technology Middle School was painted and corrugated metal siding and tile was added. Safety inspections are conducted by the Fire Marshall, health department, and insurance carrier. In general, the reports were positive, and when problems were noted, they were addressed. The three-year asbestos re-inspection occurred in March 2025.

Year and month of the most recent FIT report	June 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A wing, Gym: Restroom finishes outdated
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Evidence of roof leak in the weight room. Roof going out to bid in January 2026.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	23	41	42	47	48
Mathematics (grades 3-8 and 11)	7	10	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	403	392	97.27	2.73	22.51
Female	193	187	96.89	3.11	22.04
Male	209	204	97.61	2.39	23.04
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	250	97.28	2.72	19.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	42.86
White	89	87	97.75	2.25	22.99
English Learners	89	84	94.38	5.62	4.76
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	281	96.90	3.10	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	81	79	97.53	2.47	16.46

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	403	394	97.77	2.23	9.90
Female	193	187	96.89	3.11	7.49
Male	209	206	98.56	1.44	12.14
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	250	97.28	2.72	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	4.55
White	89	89	100.00	0.00	14.61
English Learners	89	84	94.38	5.62	2.38
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	283	97.59	2.41	8.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	81	80	98.77	1.23	7.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.67	9.73	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	124	97.64	2.36	13.45
Female	51	49	96.08	3.92	8.33
Male	75	74	98.67	1.33	15.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	77	98.72	1.28	6.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	27	27	100.00	0.00	25.93
English Learners	30	29	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	94	96.91	3.09	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	26.92

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100.00%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents can become involved in Technology Middle School through several activities and parent meetings. Technology Middle School holds MSPABA, TMS Sports Meetings, PTSA, ELAC and School Site Council meetings at least 4 times a year. Parents are invited to attend all sports games, band concerts and our trimester award ceremonies which include a field day to celebrate student accomplishments. We encourage parents and school staff to work collaboratively to ensure all students are successful academically and social emotionally.

The Technology Middle School staff will review the School Safety Plan during the January staff meeting, then our School Site Council will meet, review and approve the Safety Plan during our February School Site Council Meeting.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	439	431	103	23.9
Female	212	211	52	24.6
Male	226	219	50	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	3	18.8
Black or African American	13	12	3	25.0
Filipino	--	--	--	--
Hispanic or Latino	275	270	59	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	4	26.7
White	99	97	30	30.9
English Learners	128	126	30	23.8
Foster Youth	--	--	--	--
Homeless	24	21	5	23.8
Socioeconomically Disadvantaged	329	324	80	24.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	89	31	34.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.25	13.94	13.67	5.06	4.91	3.82	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.43	0	0.23	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.67	0.23
Female	11.32	0.00
Male	15.93	0.44
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	26.67	0.00
White	13.13	1.01
English Learners	19.53	0.00
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	14.29	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Technology Middle School complies with existing laws related to school safety. These laws include: Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the Technology Middle School Comprehensive School Safety Plan is reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	3	5
Mathematics	23	5	2	6
Science	25	4	5	4
Social Science	19	3	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	17	4	1
Mathematics	22	5	8	
Science	22	4	8	1
Social Science	22	4	8	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	13	8	
Mathematics	19	8	6	
Science	21	4	8	
Social Science	19	8	6	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	405

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,939	3,331	8,608	73,793
District	N/A	N/A	8,174	\$79,755
Percent Difference - School Site and District	N/A	N/A	5.2	-7.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-25.7	-30.2

Fiscal Year 2024-25 Types of Services Funded

- 3 full time Special Day Class teachers, 3 full time Education Specialists and instructional aids to support students with IEPs, 504 plans and other interventions as needed.

Fiscal Year 2024-25 Types of Services Funded

- Technology Middle School receives funding for after school programs, tutoring, supplemental materials, and instructional supplies.
- Technology Middle School receives funding for ELD services, designated ELD support from credentialed teachers and 2 ELD assistants.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,271	\$62,145
Mid-Range Teacher Salary	\$78,674	\$97,088
Highest Teacher Salary	\$102,805	\$120,436
Average Principal Salary (Elementary)	\$142,545	\$151,343
Average Principal Salary (Middle)	\$124,811	\$159,514
Average Principal Salary (High)	\$154,513	\$177,261
Superintendent Salary	\$230,000	\$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. Technology Middle has three meetings per month for professional development. The site is implementing Professional Learning Communities that review student progress data. The Professional Learning Communities support teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3