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
October 9th, 2024	February 11, 2025

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 2024-25 school year, Technology High School enrolled 343 students, approximately 43.7% 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 2024-25 school year:
 (Source: CalPads report December 2023 and PowerSchool SIS "Enterprise Reporting Enrollments by Demographic Groups - Reporting Race/Ethnicity") *10/2024

Total Students = 343
- Hispanic 19%
- Asian 11.4%
- African American 2.9%
- American Indian 0.6%
- Filipino 1.2%
- Pacific Islander 0%
- White 57.6%
- Two or More Races 6.7%

By Group
- Foster Youth 0%
- Socioeconomically Disadvantaged 21.4%
- Students with Disabilities 4.1%
- English Learners 1.8%

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

X   Not Title I

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 2023-24 SPSA Annual Review and Update

In the 2023-24 School Year, THS' School Site Council was comprised of:
* 3 parents
* 2 students (1 soph; 1 senior)
* 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.

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.

Involvement Process for the 2024-25 SPSA and Update

In the 2024-25 School Year, THS' School Site Council is compromised of
* 3 parents
* 2 students (1 soph; 1 senior)
* 3 teachers
* 2 other school staff (principal and counselor)

The Site Council examined the drafted SPSA at the October 9, 2024 meeting and revisions were made and approved.

Additionally, the Guiding Coalition reviewed student demographic and achievement data in order to further inform goal-setting for the 2024-2025 SPSA during our first CAPS professional development on September 12, 2024. The team brought the information back to the staff where it was discussed in groups during our staff meeting.

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Educlimber - 11th Grade CAASPP Scores Math	11th Grade Math: 43.2% Standard Exceeded, 24.7% Standard Met, 18.5% Standard Nearly Met, 13.6% Standard Not Met	Move "Standard Nearly Met" into "Standard Met" - Maintain high level of "Exceeding Standard" so that overall percentages stay the same or increase.
Educlimber - 11th Grade CAASPP scores for ELA	11th Grade ELA: 63% Standard Exceeded, 33.3% Standard Met, 2.5% Standard Nearly Met, 1.2% Standard Not Met	

Subject: Student Achievement

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

Goal #1 Technology High School will Increase achievement levels in Math by raising the percentage of students meeting or exceeding standards as measured by the CAASPP scores by 3%. Additionally, Technology High School will maintain the current level of students meeting or exceeding standards as measured by the CAASPP scores in English Language Arts..

Subject Area: Mathematics

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 68%	Goal 71%
English Learners (EL)	Actual 50%	Goal 53%
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socio-Economically Disadvantaged (SED)	Actual 80%	Goal 83%

Subject Area: English Language Arts

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 96%	Goal 96%
English Learners (EL)	Actual 100%	Goal 100%
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socio-Economically Disadvantaged (SED)	Actual 93%	Goal 93%

	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 and targeted in class support. e. assign students to utilize Paper Tutor for writing assignments, draft reviews and other needed support.	* 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)		
			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 training to deliver workshops in the use of applicable software (PaperTutor)		0
			Provide Collaboration time each month within the planned professional meeting times		0

	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 2024-25 school year, teachers will implement the 12th grade Contemporary Lit course. c. Continue Advanced Placement English Literature and Language Arts courses 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. e. Implement and deliver 11th grade AP English Language Arts for all.	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		0
			District will continue to provide teacher release time (School Business Leave)		0

	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
			Provide access to district TOSAs to support teachers in implementation, planning and delivery of instruction.		0
English Learners (EL)	EL Support and Scaffolding THS staff will dedicate one Wednesday a month towards operating professional learning teams, with the Sem 1 focus being on English Learner 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 and 1 counselor) to guide successful implementation of Professional Learning Teams		0

	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					

Section 4 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Chronic Absenteeism Rates in End of Year report in CALPADS	We concluded that there were 10 students who were chronically absent.	There were 84 students who were at risk of chronic absenteeism. We will need to closely monitor our students for early outreach and intervention to keep students in school.

Subject: Social Emotional

LEA/LCAP: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

Goal #2 We will reduce the chronic absenteeism rate at Technology High School by 1% by the end of the 2024-2025 school year through targeted social-emotional learning initiatives.

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 2.9%	Goal 1.9%
English Learners (EL)	Actual 0	Goal 0
Students with Disabilities (SWD)	Actual 11.11%	Goal 10.11%
Other Student Groups SED	Actual 2.67%	Goal 1.67%

	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. Including students in important school and district conversations regarding their education and educational experiences. 2. Gathering survey input around students overall school experience and mental health. 3. Participating in attendance poster contest, bringing awareness to the topic of attendance. 4. Sending postcards to students who have missed a day of school. 5. Focus on Positive Behavior Intervention Systems and overall school culture. 6. Implement Everyday Speech weekly in all grades.	1. Student participation in district conversations and committees 2. Use of data analytic platform to track students at risk of being chronically absent. 3. Survey data will be analyzed 4. Frequent data reviews regarding attendance rates.	Provide teacher release time (School Business Leave)		0
			Software		0
			Supply classroom access to Everyday Speech		0
			Continue to offer access to technology during school in the form of laptops, ipads, Chromebooks, etc needed to ensure equitable access for all		0
			PBIS Resources - Printing & other. District funded		0
			PBIS Teacher release time. District funded.		0
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ParentSquare data and informal feedback	63% of the parents and/or guardians are opening the weekly newsletters.	

Subject: Educational Partner Involvement

LEA/LCAP: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Technology HIgh School will prepare and send weekly communication to all families through ParentSquare in a newsletter. The readership will increase by 5%

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 63%	Goal 68%
English Learners (EL)	Actual NA	Goal NA
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups SED	Actual NA	Goal NA

	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. Parents and community members will utilize Weekly Newsletter Information to stay informed and connected to programs, opportunities and information relating to student access and achiefvement	a. Looking at how many people are accessing Weekly Newsletters on ParentSquare b. Monitoring attendance at school activities and educational partner meetings	Principal and staff will need time to develop publications, design entrance assessments, conduct interviews, and evaluate candidates		0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student achievement goal 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.	.	Naviance - District provided for all students		0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	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 Social Emotional				
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)					

Section 4 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC Scores 2023-24	Technology High currently has six English Learners. Five of them have an overall score of level 4 and one of them is at level 3.	Students shall make appropriate progress in their English acquisition.

Subject: Multilingual Learner

LEA/LCAP:	LCAP Goal 3: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4   Students who take the ELPAC will increase their proficiency by one level overall.

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual NA	Goal NA
English Learners (EL)	Actual NA	Goal NA
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Economically Disadvantaged	Actual NA	Goal NA

	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. Teachers will participate in professional learning teams to focus on the language development of their English Learners. 2. Counselor will monitor English Learner progress in all classes. 3. Students have access to Paper Tutor to help with their overall academic achievment. 4. Studysync is available to students and teacher to supplement vocabulary and comprehension with literature. 5. All students will take our district benchmark assessment - Star Renaissance and their scores will be monitored so that we can provide timely intervention.	1. PLT notes, informal observations and common formative assessments 2. Grade reports 3. Student and teacher usage analysis 4. Student and teacher usage analysis 5. Star Renaissance assessment data			
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

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 #4
Math Interventions	Additional 0.2 FTE needed - being requested from District	Other	25,000.	LCAP Goals #1
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, 4
WASC Coordinator	Teacher stipend for 2024-25 SY; additionally this teacher will also get a prep period in the 2024-25 SY	Other	25,000	LCAP Goals #1, 2, 3, 4

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	7,550.00

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	$105,700.00

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

2024 - 2025
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 2 - Year 1 of 2 XParent Community Member	1. Name: Jessica Romero **Principal**
2. Name: Robyn Prusky Term: Year 1 of 2 XParent Community Member	2. Name: Arielle Wolf-Main Term: Year 1 of 2 **Teacher**
3. Name: Rachel Ede Term: Year 2 of 2 XParent Community Member	3. Name: David Freebairn Term: Year 2 of 2 **Teacher**
4. Name: Surjin Banwait Term: 10th grade - Year 1 of 2 **Student**	4. Name: Larry Mylander Term: Year 1 of 2 **Teacher**
5. Name: Joseph Harris Term: Year 2 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

2024 - 2025
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 2 - Year 1 of 2 XParent Community Member	1. Name: Jessica Romero **Principal**
2. Name: Robyn Prusky Term: Year 1 of 2 XParent Community Member	2. Name: Arielle Wolf-Main Term: Year 1 of 2 **Teacher**
3. Name: Rachel Ede Term: Year 2 of 2 XParent Community Member	3. Name: David Freebairn Term: Year 2 of 2 **Teacher**
4. Name: Surjin Banwait Term: 10th grade - Year 1 of 2 Parent Community Member	4. Name: Larry Mylander Term: Year 1 of 2 **Teacher**
5. Name: Joseph Harris Term: Year 2 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**