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
January 29th, 2025	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:

Contact Person: Josh Brown-Herrera
Position: Principal
Telephone Number: 707-792-4700
Address: 7165 Burton Ave.
E-mail address: J_brownherrera@crpusd.org

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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 2023-2024 our enrollment was 411 students. Our school demographics consist of 65.3% Socioeconomically Disadvantaged, 27.7% English Learners, and 0.7% of Foster Youth and 20.8% 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 of the LCAP is aligned to Goal 1 of the SPSA, Goal 2 of the LCAP is aligned to Goal 2 of the SPSA. Goal 3 of the LCAP is aligned to Goal 3 of the SPSA, Goal 4 of the LCAP is aligned to Goal 4 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 two 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 2023-24 SPSA Annual Review and Update

School Site Council Reviewed SPSA and conducted a needs assessment

Involvement Process for the 2024-25 SPSA and Update

School Site Council and ELAC will review the SPSA and conduct a needs assessment

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP ELA scores for 2023-2024 school year.	Data from 2024 State of California Dashboard shows groups of students need: 23.84% of students met or exceeded standard for ELA. Data from 2023 State of California Dashboard shows groups of students need: 6.14% of students met or exceeded standard for ELA.	We need to increase achievement in ELA and Math through targeted academic intervention, targeted and explicit 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 2023-2024 was analyzed and disaggregated.	40.6% of (All grades) students are at or above standard in ELA 44.0% of (6th Grade) students are at or above standard in ELA 43.0% of (7th Grade) students are at or above standard in ELA 33.6% (8th Grade) students are at or above standard in ELA	We need to increase achievement in reading comprehension and vocabulary.
Local data from the STAR Math assessment from Winter of 2023-2024 was analyzed and disaggregated.	31.3% of (All grades) students are at or above standard in Math 36.1% of (6th Grade) students are at or above standard in Math 37% of (7th Grade) students are at or above standard in Math 19.4% (8th Grade) students are at or above standard in Math	We need to increase achievement in Math

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 The number of students at or above grade level as measured by CAASPP will increase by 3%

Subject Area: ELA

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 23.8%	Goal 26.8%
English Learners (EL)	Actual 6.35%	Goal 9.35%
Students with Disabilities (SWD)	Actual 9.23%	Goal 12.23%
Other Student Groups Socioeconomically Disadvantaged	Actual 20.22%	Goal 23.22%

Subject Area: Math

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 6.14%	Goal 9.14%
English Learners (EL)	Actual 0.78%	Goal 3.78%
Students with Disabilities (SWD)	Actual 1.59%	Goal 4.59%
Other Student Groups	Actual 5.02%	Goal 8.02%

	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 two days a week with support from certificated and/or classified employees	Benchmark assessment results and progress will be monitored in ELA and Math.	After school study center staffed utilizing certificated and classified pay.	Title I	5,760
	Hourly pay for ELA after school intervention one day a week	Benchmark assessment results and progress will be monitored in ELA.	After school tutoring provided by a certificated teacher.	Title I	2,880
	Hourly Pay for ELA and Math Tutoring at Lunch (one day a week)	Benchmark assessment results and progress will be monitored in ELA and Math.	Lunch time tutoring provided by a certificated teacher.	Title I	3,060
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 and 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 ELA and Math.			
	TMS will off BeGlad Training to Staff	Benchmark assessment results and progress will be monitored in ELA and Math.	BeGlad PD program	Title I	11,000
	Spanish Language Science/Math Curriuclum	Benchmark assessment results in Math and formative assessments in Science	McGraw Hill Curriuclum	Title I	3000
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	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

	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 levels in ELA and ELD.				
Other Student Groups Socioeconomically Disadvantaged	Implementation of STAR progress monitoring for students scoring in the high risk range.	Benchmark and Progress Monitoring assessment results and progress will be monitored in ELA & Math			
	We will provide after school tutoring two days a week with support from certificated and/or classified employees	Benchmark and Progress Monitoring assessment results and progress will be monitored in ELA & Math	After school study center staffed utilizing certificated and classified pay.	Title I	5760

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 Data from 2023-2024 School year	Data from 2023-2024 shows that schoolwide (all students) 24% of students are identified as Chronically Absent	We need to address student absenteeism and work with families to increase ADA for all student groups

Subject: Social Emotional

LEA/LCAP: LCAP Goal 2: 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 Decrease chronic absenteeism by 1%, both schoolwide and in all subgroups

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 24%	Goal 23%
English Learners (EL)	Actual 20.15%	Goal 19.15%
Students with Disabilities (SWD)	Actual 26.9%	Goal 25.9%
Other Student Groups PTSA	Actual 30.43%	Goal 29.43%

	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)	Provide SEL lessons and strategies to all students, at least weekly during Tiger Time Lessons	Student Attendance data will be monitored	Everyday Speech Curriculum		
	Provide more enriching Elective Offerings and resources, including Art, Makerspace, Digital Video, and Photography	Student Attendance data will be monitored	Materials for elective classes	Title I	35,000
	Continued implementation of PBIS and restorative practices.	We will monitor the Youth Truth Survey, student and family surveys as well as EduClimber data and CDE	PBIS Reward/Opportunities	Title I	15,000
	Drug/Alcohol Presentation	Student Attendance data will be monitored	Matt Bellace Presenation	Title I	6,500
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 and ELA			
	TMS staff will engage in professional development	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
	structured to introduce and implement the ELD standards across all curricular areas.	will be monitored in Math and ELA			
Students with Disabilities (SWD)	Implementation of STAR progress monitoring for students scoring in the high risk range.	Benchmark assessment results and progress will be monitored in ELA & Math.			
	We will provide after school tutoring two days a week with support from certificated and/or classified employees	Benchmark assessment results and progress will be monitored in ELA & Math.		Title I	5760
Other Student Groups Socioeconomically Disadvantaged	Implementation of STAR progress monitoring for students scoring in the high risk range.	Benchmark assessment results and progress will be monitored in ELA & Math.			
	We will provide after school tutoring two days a week with support from certificated and/or classified employees	Benchmark assessment results and progress will be monitored in ELA & Math.		Title I	5760

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
School Site Council Membership	In the 2023-2024 school year, only one parent was able to serve on the SSC for the entire school year	TMS needs to cultivate and encourage more involvement from families

Subject: Educational Partner Involvement

LEA/LCAP: LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Increase family participation in Family Involvement Groups, by doubling membership in the following groups: SSC, SPSA, PTA

	2023-24 Final Data	**2024-25 Data Goal**
Schoolwide (SW)	Actual 1	Goal 2
English Learners (EL)	Actual 0	Goal 2
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups PTSA	Actual 0	Goal 2

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	TMS will engage with families more robustly using communication tools such as Parentsquare, email, and phone calls	Parent involvement group membership			
	TMS will offer more parent engagement and training opportunities	Parent involvement/attendance	Parent training/prese ntations	Title I	6,500
English Learners (EL)	TMS will offer more parent engagement and training opportunities				
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically Disadvantaged					
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 test results from the 2023-2024 school year	21.8% of TMS students who took the ELPAC in the 2023-2024 School year scored Proficient (4) on the ELPAC	Students need additional support in their English Language Acquistion
STAR Test Data (ELA)	6.35% of students identified as students learning English met or are above standard on STAR reading assessment in Winter 2023	Students need additional support in their English Language Acquistion

Subject: Multilingual Learner

LEA/LCAP: LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 Increase percentage of students who score a 4 on the ELPAC from 23-24 to 24-25 school year by 5%

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual 21.8%	Goal 26.8%
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups Socioeconomically Disadvantaged	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will provide after school tutoring two days a week with support from certificated and/or classified employees	Benchmark assessment results and progress will be monitored in ELA and Math.	After school study center staffed utilizing certificated and classified pay.	Title I	5,760
	Hourly pay for ELA after school intervention one day a week	Benchmark assessment results and progress will be monitored in ELA.	After school tutoring provided by a certificated teacher.	Title I	2,880
	Continued implementation of PBIS and restorative practices.	We will monitor the Youth Truth Survey, student and family surveys as well as EduClimber data and CDE			
	Hourly Pay for Staff ELA and Math Tutoring at Lunch (one day a week)	Benchmark assessment results and progress will be monitored in ELA and Math.	Lunch time tutoring provided by a certificated teacher.	Title I	1,080
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 and ELA			
	TMS will offer BeGlad Training to Staff	Benchmark assessment results and progress will be monitored in ELA and Math.	BEGLAD Training	Title I	11,000
Students with Disabilities (SWD)	Continued implementation of PBIS and restorative practices.	We will monitor the Youth Truth Survey, student and family surveys as well as EduClimber data and CDE			
	Implementation of bi-monthly Coordination of Services Team (COST) Meetings with school counselor, admin, and school psychologist	We will monitor the Youth Truth Survey, student and family surveys as well as EduClimber data and CDE			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
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 bi-monthly Coordination of Services Team (COST) Meetings with school counselor, admin, and school psychologist	We will monitor the Youth Truth Survey, student and family surveys as well as EduClimber data and CDE			

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	31,511.45	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	128,907	207.00
Title I: Parent Involvement	3063.53	3,063.53
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).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$128,907.81
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$13,087.92
Total Funds Provided to the School Through the Consolidated Application	$141,995.73
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	$160,211.45

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: $

Section 8 School Site Council Membership

<table>
<tr><td colspan="2" align="center">**2024 - 2025**
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Tiffany Russell Term: 24-25 XParent Community Member	1. Name: Josh Brown-Herrera **Principal**
2. Name: Marcie Call Term: 24-25 XParent Community Member	2. Name: Ali Blair-Hartman Term: 24-25 **Teacher**
3. Name: Nancy Sisomphou Term: 24-25 XParent Community Member	3. Name: Katie Morrison Term: 24-25 **Teacher**
4. Name: Bridget Keaton Term: 24-25 **Student**	4. Name: Jessica Tullock Term: 24-25 **Teacher**
5. Name: Tesneem Qwasmeh Term: 24-25 **Student**	5. Name: Connor Pierce Term: 24-25 **Teacher**
6. Name: Term: **Student**	6. Name: Windy Wells Term: 24-25 **Other School Staff**

Section 8 School Site Council Membership

<table>
<tr><td colspan="2" align="center">**2024 - 2025**
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Technology Middle School</td></tr>
</table>

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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Tiffany Russell Term: 24-25 XParent Community Member	1. Name: Josh Brown-Herrera **Principal**
2. Name: Marcie Call Term: 24-25 XParent Community Member	2. Name: Ali Blair-Hartman Term: 24-25 **Teacher**
3. Name: Nancy Sisomphou Term: 24-25 XParent Community Member	3. Name: Katie Morrison Term: 24-25 **Teacher**
4. Name: Bridget Keaton Term: 24-25 XParent Community Member	4. Name: Jessica Tullock Term: 24-25 **Teacher**
5. Name: Tesneem Qwasmeh Term: 24-25 Parent Community Member	5. Name: Connor Pierce Term: 24-25 **Teacher**
6. Name: Term: Parent Community Member	6. Name: Windy Wells Term: 24-25 **Other School Staff**