TECHNOLOGY HIGH SCHOOL
SELF-STUDY REPORT

550 Bonnie Avenue

Rohnert Park, CA 94928

Cotati Rohnert Park Unified School District (CRPUSD)

Visiting Committee April 7 - 9, 2025

ACS WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

ACS WASC/CDE 2022 Gdocs
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Introduction

Brief Background of School:

Technology High School (THS) was founded in 1999 and is 1 of 3 accredited high schools in the Cotati Rohnert Park Unified School District (CRPUSD). CRPUSD is located 50 miles north of San Francisco in Sonoma County, California. THS is a college preparatory school of choice offering programs focused on engineering, science, technology and math. The school population is not limited to the immediate surrounding area of the high school, but serves students from across Sonoma County.

THS has an ability to serve approximately 90 students per grade level. Our school site consists of 13 classrooms, an industrial shop, an electrical lab, offices, a student center, restrooms and various storage areas. As a small school community, THS faculty and staff have the ability to develop strong relationships with students and involve themselves intimately in school culture.

Recognized as a National Blue Ribbon School in 2021, THS has a long and ongoing record of high academic achievement for our students.

Summary Description of Programs Offered:

Technology High School offers the following programs for students:

- ***Project Lead the Way (PLTW)***: THS has implemented a three course engineering curriculum from PLTW that includes Principles of Engineering, Environmental Sustainability and Engineering Design and Development. It is a graduation requirement to take this 3 course sequence.
- ***Advanced Placement (AP)***: THS offers a wide variety of AP courses, including AP Statistics, AP Calculus, AP Biology, AP Computer Science A and P, AP Government, AP Economics, AP Spanish, AP English Literature and Composition, AP English Language and Composition, AP US History, AP Chemistry, AP Physics and AP Human Geography.
- ***Visual and Performing Arts (VAPA)***: The VAPA program at THS consists of three branches of the performing arts: band, drama, and a newly introduced Art class. The band program includes the courses band, instrumental music and music production. Drama puts on two productions a school year, typically a large musical performance and an additional smaller production. The Art Program is multi-media focused to learn the Elements and Principles of Art and Design. The visual arts are also represented with the courses digital photography and digital film.
- ***Mathematics***: Mathematics offered at THS covers a complete range of courses, beginning with Algebra 1 and culminating with Calculus A/B, Calculus B/C and Statistics. Additionally, the math department offers an advanced alternative course Algebra 2 Accelerated which covers algebra 2 first semester and precalculus the second semester. This enables students to then bypass taking precalculus as a standalone course and go straight to AP Calculus.
- ***Freshmen Essentials and Senior Essentials***: Freshmen Essentials is a course all freshmen have been required to take, however with American Ethnic Studies

being state mandated and unable to increase staff, we have to instead offer it as a semester-long elective beginning with the 2025-2026 school year. Skills emphasized in freshmen essentials include resume workshops, job interview skills and practice, sexual education, drug and alcohol education, basic car maintenance and additional collaboration time on group projects and assignments. Senior Essentials is a course designed to educate seniors how to be an adult. In the 2025 - 2026 school year this class will be replaced with Ethnic Studies. Due to staffing constraints, THS can't have both Senior Essentials and Ethnic Studies.

- ***Associated Student Body (ASB)***: The ASB program consists of a student government cabinet and a class dedicated to putting on all school dance events and school spirit events such as rallies. Students in ASB also put out weekly announcement videos, operate the school "Armory" where students buy school spirit-wear and engage in outreach activities with other schools in our district.
- ***Spanish***: The Spanish program offers courses from Spanish 1 through AP Spanish. Students are required to take 2 years of foreign language at THS.
- ***Clubs***: THS supports an extensive variety of student clubs including Robotics, Medical Club, Art Club, Gender Sexuality Alliance (GSA), Debate Club, Math Club, Jazz Band, Aerospace Club and Multicultural Cuisine [sic] club.
- ***Athletics***: THS supports a wide variety of athletic programs, including volleyball, basketball, baseball, soccer, cross country, golf and softball. During the average school year, approximately 55% of students participate in at least 1 sport. In addition, THS supports students who wish to start new sports teams such as the boys volleyball team which began as a club. Students showed enough interest so that it was established as an official sport.
- ***Ethnic Studies***: Starting in the 2025-2026 school year, all California high schools will be required to offer one semester of Ethnic Studies as a graduation requirement, in alignment with Legislation AB 101 Section 51225.3 of the Education Code. In preparation for this mandate, we are actively developing a course that will be available to all incoming students beginning in the 2025-2026 school year.

Diversity, Equity and Inclusion:

One of our critical areas for follow up from our previous WASC visit was to create and implement academic support systems for struggling students. Our school built a weekly 40 minute period called Advisory into our schedule to address this concern. Students who are identified as struggling in math are reallocated to Math Support Advisory to provide extra math support. During Advisory, students have opportunities to meet with any teacher they require additional support from. In order to address ongoing math deficits, students have been participating in ALEKS math exercises to close learning gaps in the 2023 - 2024 school year. In the 2024 - 2025 school year, a separate class dedicated to math support has been established to provide additional support. All of these actions support THS WASC Goals 1 and 2 from 2019.

Another action goal from our previous WASC visit (THS WASC Goal 4, 2019) was to increase gender and ethnic diversity at our school so that it is demographically equitable and a better reflection of the community it serves. THS has addressed this in many ways, including increasing the frequency and range of recruiting to more diverse schools, ensuring more materials are available in Spanish, hosting STEAM events targeting young girls and putting on outreach events to Title 1 schools in our district.

Collaboration for Self Study:

The self-study process for THS began in the fall of 2023 with the identification of a WASC Coordinator. The WASC Coordinator and the Principal attended virtual WASC training sessions together to prepare them to oversee the self-study and eventual site visit. Focus groups were established and used professional development days and weekly staff meeting time to collaborate and respond to their prompts. Home groups were established using pre-existing departments (Math and Science, English and History, Electives). Teachers worked collaboratively on a group Google Doc to ensure the voice of the self-study remained consistent throughout the report, to streamline group work and ensured everyone contributed meaningfully to this report.

All educational stakeholders were involved in the self-study process including School Site Council, PTSA, parents and families, students, faculty and classified staff. Four community meetings were held to offer parents and families a chance to provide valuable feedback to THS for the WASC process. These meetings were offered in person and on Google Meet, giving an equitable opportunity for all families to participate if they chose to. Additionally, these meetings were offered after traditional work hours to accommodate working families. The weekly principal's newsletter was used to further elicit parent feedback by publicizing a Google Form for parents to respond to.

Community meetings were timed to purposefully align with the School Site Council and PTSA, broadening our connection to stakeholders that were attending both of those meetings as well. Teachers and other staff members were surveyed to gather perception data and identify areas of improvement for Technology High School. Students participated in the self-study process as valuable stakeholders and were surveyed in August of 2024. In addition, surveys from the student population given every year (the Youth Truth survey) for the last 3 years were synthesized for the purposes of this self-study.

Technology High School's Mission:

Technology High School seeks to develop the talents of motivated students to

become thoughtful and productive members of an interconnected global society. Technology High School offers an engaging college preparatory curriculum to ensure that all students are prepared for college and career. We aspire to guide students to become reflective, empathetic, and respectful members of society.

Technology High School's Vision:

Our vision is to develop critical and creative thinking skills within students in a small learning community with academic rigor. Key program components include an emphasis on projects and collaborative learning. Our supportive learning community is designed to foster independent thinking through applied learning, integrated and thematic instruction and teamwork.

Chapter I: Progress Report

Through collaborative work, the following developments were identified as the most significant and impactful for the school since our previous WASC visit in 2019.

Significant Expansion of Programs:

Since the hiring of a new faculty member with a credential in music in the fall of 2019, THS has had the ability to significantly expand the VAPA program to include 3 classes and 1 club dedicated to music. Music now reaches 22% of the student population, whereas before 2019 students had no option to take music classes on campus. In addition, THS is able to offer an art class on campus that had not previously been possible.

THS has also been able to expand the science electives being offered for students, including offering Anatomy & Physiology beginning in fall 2022 and AP Environmental Science in the fall of 2024. In addition, THS now has started 3 CTE pathways available to students: Arts, Media and Entertainment, Architecture and Engineering and Agriculture and Natural Resources.

Administration and Staff Turnover:

A new Principal began working at THS in the fall of 2021, and has been replaced in the 2024 - 2025 school year. A new part-time Assistant Principal was appointed in August 2023, and has announced his departure at the end of the 2024 school year. THS selected a new Principal and Assistant Principal to start beginning in the fall of 2024. This represents a significant administrative turnover over the past 3 years.

In addition to administrative turnover, THS faced significant staffing changes at the start of the 2024 - 2025 school year. Five staff members left THS at the end of the 2023 - 2024 school year which represented a large percentage of our teaching population. New administration and remaining leadership team members worked tirelessly throughout the summer to attempt to hire back a full staff for the start of the 2024/2025 school year, leaving much of the master schedule in flux. In addition to the staffing changes prior to the start of the 24/25 school year, we have recently had additional staffing changes in January and February this year with the departure of two English teachers. They have been replaced mid-year by two new teachers who were not involved in the WASC process due to their late hire.

Science Track Changed to Reflect NGSS:

The previous science track consisted of 9th graders taking Integrated Science, biology or AP Biology in 10th grade, and then in 11th and 12th grades taking either chemistry or physics on an alternating year schedule. We have changed this structure to align with the Next Generation Science Standards (NGSS) and to better incorporate the Earth Science Standards into our science program.

Our school now follows the 3 course model, with 9th graders taking NGSS Physics, 10th graders taking NGSS biology and 11th graders taking NGSS chemistry with Earth Science Standards integrated into each standalone course.

Advisory Structure Changes:

As a result of our 2013 self study, a 40 minute weekly period of time was set aside to provide planned support for struggling students called Academic Support and Clubs (ASC). Originally, this time was dedicated to supporting struggling students and giving extra time for clubs to meet and conduct club business.

In the fall of 2022, the structure of ASC changed to implement Social Emotional Learning (SEL) support for students and the name changed to Advisory. This change was in response to a small student panel that applied for and got an SEL-based grant from the Sonoma County Office of Education (SCOE). The roll out of this version of Advisory had unequal buy-in from participating faculty and students. After feedback from students and faculty, the structure and purpose of Advisory changed again for the 2023 - 2024 school year.

Overall, the school is trying to find good use of this brief amount of time in the schedule to benefit students. For the 2024 - 2025 school year, students and faculty have reverted back to the original model, where students use the time for additional math support and work on group projects.

Enrollment Trends:

Enrollment at THS has experienced steady growth since 2019. In 2019 we had 322 students enrolled, and in the 2023 - 2024 school year we have 338 enrolled and in the 2024-2025 school year we have 343 students enrolled. Our recruiting efforts targeted at increasing diversity in our student population has resulted in a 5% increase in enrollment of students identifying as Asian, and an approximate 2% increase in enrollment of African Americans.

Diversity, Equity and Inclusion Work:

THS appointed a new school counselor in August 2021 and she has significantly increased efforts to increase diversity in the student population. She has increased recruiting visits to both in district and out of district schools across the county, hosted application workshops to help all prospective students fill out the application and helped orchestrate “Titan Tours” in collaboration with ASB. Titan Tours are designated days when middle school students can visit THS and learn more about our campus culture and the courses we offer by visiting classrooms and facilities. She also hosts prospective family and student nights to facilitate recruitment of a more diverse student body.

To promote inclusion, THS has implemented the “Summer Bridge" program where incoming freshmen are invited on to campus to spend time together prior to the start of the school year. This program aims to boost the creation of community and social connections at a time that can be stressful for many students. [For more on diversity, equity and inclusion see Chapter 3].

Process for Implementing and Monitoring SPSA Aligned with Local Control and Accountability Plan (LCAP) Goals:

All THS SPSA goals are aligned with the CRPUSD LCAP. The school consulted with the School Site Council to monitor and approve the SPSA. The School Site Council was

elected by their peer groups and consists of 3 parents, 2 students, 3 teachers and 2 other school staff (principal and counselor).

The School Site Council examines student data and provides feedback during meetings held in October and November. The Site Council then reviewed the SPSA and approved it during the January meeting. Additionally, THS Leadership Team reviewed student demographic and achievement data to further inform goal-setting for the 2023 - 2024 SPSA. The current SPSA was approved by the Site Council on October 9, 2024 and later approved by the school board.

Summary of Progress Achieved Since 2019 Self Study:

PROGRESS SECTION 1:

WASC Action Plan Goal #1: Schoolwide 90% of students will score proficient or higher in English Language Arts and Math on the state standardized test to indicate college and career readiness. **WASC Action Plan Goal #2:** Technology High School will close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students.
SPSA Goal #1: Schoolwide 90% of students will score proficient or higher in ELA on CA state standardized assessments, with the following subgroup achievements: ● ELs achieve 80% or higher ● Students with disabilities achieve 85% or higher ● Socio-Economically Disadvantaged students achieve 90% or higher **SPSA Goal #2**: (a) to close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students and (b) that 81.5% of students will score proficient or higher in math on CA state standardized assessments to indicate college and career readiness.
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.

Progress	Impact	Evidence
For ELA: THS staff improved upon its alignment to Common Core Standards through the following specific actions: -Creation of professional learning	**For ELA:** The above actions created the following results: 60.8% Standard Exceeded 32.9% Standard Met 5.1% Standard Nearly Met	**For ELA:** As seen in the analysis of the data, 93.7% of students assessed met or exceeded standards. THS exceeded its goal that 90% of students

teams that examined English Learner standards and conducted formative assessments to determine the needs of all learners with an emphasis on the needs of ELs -Determined the 5 "essential standards" that every student would be expected to master in each course -Began the process of defining "essential skills" that every student would master year over year by subject (English, math, science, Spanish, etc) -Started to develop common language for shared rubrics across subject matter courses -Reviewed assessment results to evaluate what students have learned; compare lesson design among teachers to determine best practices for curriculum delivery -Provided academic support for all students through weekly Advisories -Assigned students to utilize Paper Tutor for writing assignments and review of student writing drafts. Additionally, THS staff worked to develop curriculum through the following actions: -Participated in district curriculum pilots for English Language Arts; selection of StudySync curriculum -Designed and a new English 12 course aimed specifically at supporting college level readiness for 12th grade, to roll out in the 2023-24 school year -Continued offering Advanced Placement "English Literature and Language Arts (12)" and "English Composition and Language Arts	0% Standard Not Met **<u>For Math:</u>** The above actions created the following results: 38% Standard Exceeded 39.2% Standard Met 16.5% Standard Nearly Met 6.3% Standard Not Met	score proficient or higher in ELA by 3.7%. This trend has continued in the 23/24 school year with 96.29% of students meeting or exceeding standards for ELA (Source: DataQuest). In the 2022/23 school year, 17% of THS students, totaling 43 students, were classified as Socio-Economically Disadvantaged (SED). Thirty one of those students were enrolled in AP courses. It is important to note that AP courses are generally available only to 11th and 12th grade students. The non-SED student count was 215 total students. 72% of the SED students were enrolled in AP courses compared to 65.8% of non-SED students enrolled in AP courses. THS is proud of the equitable access to AP courses it provides to all students. In addition, starting in the 2025 - 2026 school year, Technology High School will implement AP for all in the English department, closing the achievement gap even further by providing 100% accessibility to these courses. **<u>For Math:</u>** As seen in an analysis of the data, 77.2% of students met or exceeded standards. THS missed its goal that 81.5% of students meet or

(11)" courses THS staff worked to implement effective assessments through the following actions: -Administered peer to peer resources and strategies shared collectively with all content similar teachers -Informed parents and students of assessment results and information via PowerSchool, Google classroom, email and conferences -Provided PaperTutor to all students **<u>For Math:</u>** To achieve this goal, THS staff implemented a school-wide goal to align instruction to Common Core Standards through the following actions: a. Continue to align units of study with Common Core Standards for math courses in each subject area. b. Continue formative common unit assessments each math course, approximately every 3 weeks c. Review assessment results to evaluate what students have learned. They will also compare lesson design among teachers to determine best practices for curriculum delivery d. Provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success, including Geometry manipulatives and compasses, and equitable access to T1-84 calculators e. Provide student access to technology to ensure students use Paper Tutor and other digital		exceed standards by 4.3%. THS increased the percentage of students who met/exceeded standards over the previous year. However, there still exists a gap with our intended student learning outcomes and we are working to implement Tier 2 and Tier 3 interventions and supports in the 2023-24 school year.

platforms. THS staff worked to develop curriculum through the following actions: a. Ongoing curriculum development using research-based guided planning models, including those supported by district provided technology and applicable software and Project-based Learning b. Design and deliver Algebra I curriculum with scaffolding in place to address student learning loss. c. Enroll all 9th grade students into ALEKS math to receive (a) any needed foundational math learning and (b) enrichment in Algebra 1 if they are proficient with all foundational skills. d. Design and deliver Geometry curriculum with scaffolding in place to address student learning loss. e. Design and deliver Algebra 2 curriculum with scaffolding in place to address student learning loss. f. Continue Advanced Placement Mathematics courses including AP Calculus and AP Statistics g. Collaborate with other departments and subject matter teachers to implement quantitative reasoning and mathematical problem-solving into projects to enhance mathematical learning in a variety of contexts Lastly, THS staff worked to build effective assessments through the following actions: a. Readiness - Use MDTP assessment to assist in properly placing students in mathematics classes		

b. Readiness - Prepare students for test-taking skills from within the classroom through regular administration of benchmark assessments b. Administration - Provide classroom and school assessment resources, and time for teachers to collaborate to ensure proper RTI strategies and assessments are being implemented c. Review - Mathematics Department teachers will review assessments and use the resulting student achievement data to plan program and interventions, while setting goals for student and school performance. d. Reporting - Inform parents and students of assessment information via report card, mail, and conferences.		

PROGRESS SECTION 2:

WASC Action Plan Goal #3: Technology High School will recruit and retain a more diverse student population by increasing college preparatory visual and performing arts electives options.

WASC Action Plan Goal #4: Technology High School will continue to focus on equality and inclusivity in its outreach, recruitment, enrollment and retention of new students to achieve a fair representation of gender, race and socioeconomically disadvantaged students.

SPSA Goal #3: Maintain having 99% of students prepared for college and career as measured by the California School Dashboard with attention to (a) recruitment and outreach with an equity lens, (b) intense and aligned career exploration, (c) developing students sense of purpose and belonging at school, (d) providing equitable access to STEM and A-G courses, and (e) effective onboarding of new students.

LCAP Goal #2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Progress	Impact	Evidence
THS staff implemented a district-wide goal to conduct recruitment and outreach to local middle schools with an equity lens through the following specific actions: a. Made daytime visits to local middle schools to introduce the THS program to a variety of students - visits made to all three CRPUSD middle schools and to middle schools outside of CRPUSD b. Continued to invite all local students to tour our campus in the Fall - CRPUSD middle schools (3) participated in tours in Fall 2022/23 c. Translated marketing materials in Spanish - this has not yet happened but the goal is to accomplish it Sem 2 2023 d. Provided application assistance workshops for 8th graders - accomplished for in-district students at their middle schools and for out-of-district students at THS after school e. Evaluated entrance requirements, including mathematics and English assessments and the interview process f. Built relationships with 6th & 7th grade programs and schools to strategically plan opportunities for recruitment and outreach. THS enhanced its approach to meaningful career exploration by having all students utilize Naviance for career exploration and seniors given opportunities for Internships aligned to their career interests through the following actions: a. Participated in the Workplace Grant pilot for paid internships and community college courses	In 2023, 77.8% of THS students were Prepared for College/Career. No data provided in 2022. In 2021, THS students were 98.5% prepared for College/Career	THS has had the ability to significantly expand the VAPA program to include 3 classes and 1 club dedicated to music. Music now reaches 22% of the student population, whereas before 2019 students had no option to take music classes on campus. In addition, THS is able to offer an art class on campus that had not previously been possible. The VAPA program at THS consists of three branches of the performing arts: band, drama, and a newly introduced Art class. All three of these branches did not exist prior to our last WASC self study and visit. Data showing number of applications per

- 12 students were enrolled in an Internship class. They participate in information interviews, shadow days, and acquire paid or voluntary internships. Internships began in Sem 2 2022/23. b. Created additional internship opportunities for students who are not in the pilot c. By grade level, the counselor ensured every student knows how to access and utilize Naviance for career exploration, progress toward A-G requirements, and college options -100% participation, every student is using Naviance		year and what percentage of those in-district applicants are from a Title 1 school.

Summary Analysis for Chapter 1:

- In section 1 describing our progress on the first 2 WASC goals, THS has made demonstrable progress in both of these areas. We believe that as our school continues to take our programs in our planned direction, that we will continue to see improvement on ELA and math scores as well as access and high scores for all students on AP tests. We are proud of our continued efforts in this area and will continue to maintain high standards for our students.
- Our second 2 WASC goals are described in section 2 and THS has also made serious progress to achieve these goals. We have established multiple new classes, an entire new program and multiple CTE pathways to address the lack of the arts at THS. We have also increased our outreach and applications from low income schools. However, THS still struggles with recruiting female students. Our efforts to close the gender gap and reach a more even distribution is extremely important to us and is top of mind as we continually revamp our programs and course offerings.

Chapter 2: School Profile and Supporting Data and Findings

Student Demographics

1. Enrollment Data

Current Data Trends:

- Over the past three years, enrollment at THS has remained steady with an average of 336 students enrolled.
- Three years ago 10% of our population did not report their ethnicity but currently we have 100% reporting ethnicity, making the most recent data the most accurate for ethnicity.
- Our student population consists of 3 primary ethnic populations. The majority of our student body (60%) identifies as white, 19% identify as Hispanic or Latino and 10% identify as Asian.
- We have seen a steady increase in students identifying as Asian, from 7.6% to 10.1%, also a 7% increase in students identifying as white. The percentage of students identifying as Black or Hispanic/Latino has remained relatively constant over the last 3 years.
- Over the past 3 years, the percentage of students who are socioeconomically disadvantaged remained constant, averaging 19.4% of the student population.
- The number of students with disabilities has roughly doubled from 6 to 11 in 2024.
- The number of students classified as English Learners has remained constant over the last 3 years, averaging 1.7% of the population or 5 students total.
- Despite ongoing efforts to expand programming to attract more female identifying students, the percentage of the student body identifying as female has remained stubbornly steady over the last 3 years at 35.4%.

Analysis: Despite concentrated efforts, THS continues to struggle to close the gender gap within our student population. The large percentage of students identifying as male has a large impact on our school culture and climate. We serve an increasingly diverse population of students in terms of reported ethnicity but also disability status. Better understanding our student population and the changes occurring within our population will help us to create an inclusive learning environment to support all students.

Student Performance Data

1. CAASPP - English Language Arts

Current Data Trends:

- Overall, CAASPP has improved over the last two years, although in 'Standard Exceeded', improvement has been minimal (60% in 21-22 to 60.76% in 22-23). 'Standard Met' and 'Standard Nearly Met' have had the greatest improvement. Standard Met improved from 28.75% to 32.91% and Nearly Met decreased by almost 6% from 11.25% to 5.06%. While 1.2% of students did not meet standards in 22-23, the decrease in standard nearly met can be attributed to 4.7% of those students transitioning to the 'Standard Met' category.
- Considering overall participation, Tech High has high participation rates, 90+%, which is commendable. One point to note is that some subgroups have small populations, for example, Hispanic students in 2022-23. There were 12 students who identified as Hispanic, and eleven students were tested. While this is a supermajority of students, having one student not participate in testing resulted in a 92% test rate. The same holds true for RFEP. 15 students were identified as RFEP, and 14 participated in testing, resulting in a 93% test rate.
- Due to our small population of students, several sub groups do not have clear data for the reading, writing, and listening sub tests. However, those subgroups are included in the aggregate data for overall participation and literacy. We can't break that down into what they scored on the sub tests because of DataQuest limitations.
- The juniors who tested in 2021-2022 had their freshmen year online. As a result, there was a 10% decrease in standards met for the CAASPP English Language Arts Literacy. 2% of those kids decreased and went to standard nearly met, but 8% were described as exceeding standard compared to the 2020-2021 school year.
- In assessing the data as a whole, 90% of Tech High students were categorized as standard met or exceeded. Students categorized as RFEP met or exceeded standard with a score of 85-90% dependent on the year. 90% of students identified as Economically disadvantaged scored standard met or exceeded. 80% or more of Hispanic students scored standard met or exceeded. 90% or more of White students scored standard met or exceeded.

2. CAASPP - Mathematics

Current Data Trends:

- The CAASPP summary data is divided into 4 categories, Standards Exceeded, Standards Met, Standards Nearly Met, Standards Not Met. Looking at data for school years 2021-22, 2022-23, and 2023-24, the groups that met or exceeded the standards experienced a net increase of 5.4%, while the groups that nearly met or did not meet the standards experienced a net reduction of 5.4%. Looking at the individual categories, the school year 2022-23 shows the most

improvement in every group with a lessening of this improvement for the 2023-24 school year. There is not enough data to conclude which school year is an anomaly, but it is clear that the mastery trend is increasing.

- Over the last three years, the Math scores in Problem Solving & Modeling/Data Analysis has steadily decreased. From 2021 to 2024, the percentage of students who scored above the standard in this area decreased from 41.25% to 35.8%, and the percentage of students who scored below the standard in this area increased from 5% to 7.41%.
- From 2021 to 2024, the percentage of Hispanic students whose score exceeded the standard increased from 23.08% to 35.71%, and the percentage of Hispanic students whose score did not meet the standard decreased from 38.46% to 14.29%.
- From 2021 to 2024, the Math scores in Communicating Reasoning have significantly increased. In 2021, the percentage of students who scored above the standard was 22.5%, and the percentage of students who scored below the standard was 12.5%. Scores in both of these areas increased by 2024, where 38.27% of students scored above the standard and 8.64% of students scored below the standard.

Analysis of CAASPP Data for ELA and Mathematics:

Our CAASPP data for both ELA and Mathematics demonstrate that THS is performing well above district and state scores for all measurable student populations. Even students who typically are at-risk populations are performing well on standardized testing. Our data shows that the interventions that have been implemented to address the impact of the pandemic on math scores is having a positive effect as evidenced by the steady increase in the percentage of students exceeding the standard. Additionally, the data for ELA shows steady improvement at meeting or nearly meeting the standard.

College and Career Preparation

1. Students Meeting A - G Requirements
2. Advanced Placement Data
3. College and Career Readiness Indicator
4. SAT and ACT Data

Current Data Trends:

- Over the past 3 years, the percentage of students who are meeting the A-G requirements has decreased from 95% to 85% across all groups, with the biggest effect seen in students identifying as white.
- The number of students achieving a 3 or more on an AP exam has increased from 57% in 2021/2022 to 80% in 2023/2024, which is a substantial increase. This trend is particularly apparent when individual scores are separated out, with huge drops in students getting a 1 or 2 and increases in students getting

a 3, 4 or 5.

- Between 2019 and 2023 THS has a sharp decline in the percentage of students who qualified as college or career-ready, according to data obtained from Dashboard. However, between 2023 and 2024 we have seen a recovery and increase in the percentage of students who are college or career-ready.
- Something becoming increasingly common amongst high school students in our area, and many others, is the number of students attending classes at our nearby community college, Santa Rosa Junior College (SRJC). Approximate enrollment at the SRJC for the last 5 semesters is below:
    - 49 for Spring 2025 (14% of students)
    - 35 for Fall 2024 (10% of students)
    - 50 for Spring 2024 (15% of students)
    - 35 for Fall 2023 (10% of students)
    - 45 for Spring 2023 (13% of students)
- The majority of THS students score between 1200 - 1390 on the SAT, with 98% of students consistently scoring over 1000. The majority of THS students score above a 24 on the ACT, with an average of 67% of students scoring above 24 over the last 2 years. We are proud of our SAT and ACT test score results.

Analysis of College and Career Preparation:

While it is troubling that we have had a decrease in the percentage of students who are meeting the A-G requirement over the past 3 years, we have planned changes to our programming to help address this. We have multiple current staff members who are working to obtain their CTE credentials to establish CTE pathways at THS. By expanding this programming, we hope to increase the number of students who qualify as college or career ready. Currently we are working to add qualified teachers to offer courses that will be most relevant to students entering college or starting their career including computer science and engineering. We have also worked on restructuring the order in which students take science courses to better prepare them for upper level AP science classes. We have seen great success in the quality of our AP instruction, as evidenced by our increasing AP scores.

Graduation Report

1. Graduation Rate
2. Post Secondary Status
3. College Going Rates

Graduating Class	4yr College/ University	Community College	Vocational Ed or other Post-Secondary	Gap Year or Undecided
2022	30	37	1	9

2023	38	28	1	6
2024	32	40	2	3

Current Data Trends:

- The graduation rate for Hispanic or Latino students has decreased steadily over the last three years from 91.7% to 83.3%.
- The percentage of graduates meeting the UC/CSU requirements has decreased from 95% to 85% over the last three years.
- The percentage of students achieving a Seal of Biliteracy has dramatically increased from 0% of graduates to 27% of graduates.
- The majority of THS graduates have firm plans to attend a 4 year university or community college. For the class of 2024, 94% of students reported that they planned on attending a 4 year university or community college. This number is 90% for the class of 2023 and 87% for the class of 2022. These numbers show a trend towards a greater number of students planning to attend college post high school.
- Additionally, from 2022 - 2024 there has been a decrease in students who are undecided or planning to take a gap year after high school. In 2022, 12% of reporting graduating seniors were undecided or planning to take a gap year, but this decreased to only 4% of reporting seniors for the class of 2024.
- College going rates have increased school wide, most noticeably in the white student population.

Analysis of the Graduation Report:

Despite increases in the percentage of students who are planning to attend a 4 year institution or community college after graduation, it is concerning that we are seeing a decrease in the percentage of graduates meeting the UC/CSU requirements. Additionally, the decrease in graduation rates for Hispanic or Latino students is notable. However, due to our small student population, even 1 student not graduating that reports as Hispanic or Latino has the ability to drastically shift graduation rates. According to enrollment data, roughly 16 graduating seniors on average report as Hispanic or Latino. For example, if 15 of those 16 students graduate, that is 94% of the Hispanic/Latino population. But if 14 of them graduate that is already down to an 88% graduation rate. It is important to THS to identify any services or actions that may be taken to address this issue and bring our graduation rates completely equitable. We could also explore more options to offer credit recovery to students to ensure success for all.

School Climate

1. Suspension and Expulsion Rates
2. Student Perception Data
3. Parent/Family Perception Data

4. Staff Perception Data
5. Youth Truth Synthesis Report
6. School Recognition

Current Data Trends:

- In the last 3 years THS has expelled 0 students. Our suspension rate has remained relatively constant, with an average of 2.1% of students being suspended.
- Overall, student perception of Technology High School is favorable across all categories of the survey. The areas identified as areas of growth by students was establishing a connection between curricula and real life, increasing teachers' rate of updating grades in PowerSchool and making homework assignments more meaningful.
- In the open-ended response section students commended the supportive teachers and staff of THS, strong science and engineering programs, our small school environment and tight knit community. Additionally, they repeatedly stated that THS has strong academics, good AP options and was a rigorous college preparatory environment.
- In the open-ended response section students identified areas of growth as being more elective options, increasing the number of engineering classes available, class scheduling issues, more support for college/career options. Increasing access to athletics was mentioned, as well as increasing the types of athletics offered (such as wrestling).
- Overall, greater than 75% of parents and families who responded to the survey indicated that they strongly agree with a variety of favorable statements about Technology High School. Deviations from this include “discipline and consequences are fair and respectful of students”, and “the school involves me in decisions about my child’s learning.” Another category parents identified as an area of growth includes “the school provides appropriate levels of support to students with special needs or requiring additional academic support”. Interestingly, this category (or category with similar language) was identified by students as an area of growth as well.
- In an open-ended response, parents praised the small community, focused student body, rigorous academics and dedicated teachers and staff. Parents identified the need for more education around soft skills, more direct communication from teachers, support for struggling students and more computer science/engineering offerings. Parents are concerned about the high staff and administration turnover and the implications of this for the school.
- Technology High School is a National Blue Ribbon School and is consistently ranked among the top high schools in California by the US News and World Report.

Attendance Data

1. Chronic Absenteeism

Current Data Trends:

- Chronic absenteeism has decreased substantially over the last three years.
- This decrease is seen across all student racial/ethnic populations.
- Technology High School maintains a rate of unexcused absences well below the state, county and district average for all 3 years.
- Inversely, THS maintains a rate of excused absences well above the state, county and district average for all 3 years.
- Steady decrease in the average number of days absent.

Analysis: We are pleased to report drastic decreases in chronic absenteeism across all student sub groups and the entire student population. From a high of approximately 25% of the entire student body being chronically absent in 2021/2022, we have a current rate of 2.9% of students who are chronically absent. THS also averages well above district, county and statewide numbers for excused absences, while being well below those same groups for unexcused absences. We are extremely proud of our attendance record and the improvements we have achieved.

Additional information on staffing, professional development, school safety, facilities and more can be found on our SARC.

Major Preliminary Student Learner Needs

- Families, students and staff all identify a need to help struggling students and students who are neurodiverse.
- College and career readiness decreased significantly between 2019 and 2023, showing some recovery in 2024. Additionally, THS families and students identified via survey that they would like more programs and services addressing college and career readiness.
- There is still progress to be made on math scores, especially in the area of Problem Solving & Modeling/Data Analysis.

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- How can we better support neurodiverse students in the classroom?
- How can we better support teachers to meet the needs of a diverse student population?
- How can we increase college and career readiness factors?
- How can we continue to assist students struggling with math?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose (*1–2 pages maximum*)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.
A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.
A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure the involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.
A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Supporting Evidence
A1.1 Findings: THS reviews our Vision and Mission Statements regularly to meet the needs of students, evaluating equity and inclusion, as seen by meeting agendas. The vision, mission and goals are aligned with district SPSA and LCAP goals as seen in our SPSA and LCAP documents. The student handbook is updated annually to continue to reflect our goals and the policies THS has in place to support achieving those goals. **A1.2 Findings:** All staff at THS has been given the opportunity to attend professional development that is centered around equity	Technology High School Vision and Mission Statement Student/Parent Handbook (2024 - 2025) Course Catalog CA State Standards SPSA LCAP Staff Survey

and inclusion in the classroom and in the school community. The THS leadership team additionally attended the California Principal's Support Network (CAPS) which provided additional training centered around equity in developing school goals and the mission and vision statements. After significant reflection and discussion with educational partners, the mission and vision was updated with more inclusive language and goals for our students. **A1.3 Findings:** Staff, students and the school community are involved and invited to review the school's mission, vision and goals on an annual basis. The mission and vision was updated after the leadership team attended the California Principal Support Network conference and after consultation with staff and our community in the fall of 2024. This annual review is designed to maintain relevance for our mission and vision as the expectations of society for high school graduates evolve over time. All educational partners participate in the review process, including the School Site Council (SSC), faculty and staff, students, members of the district office and families. **A1.4 Findings:** THS utilizes multiple avenues of communication to ensure all educational partners are made aware of the vision and purpose of the school, as well as opportunities to give feedback on the vision and purpose. One mechanism that is used are weekly counselor and principal newsletters. These newsletters foster communication and engagement from families and students. They also provide students, families, and staff with timely updates on academic programs, support services, and opportunities for personal growth. Another avenue for communication is Back-to-School night. Parents gain insight into how the school supports academic achievement, social-emotional development, and college and career readiness. Teachers also highlight resources available to students and encourage open communication to support individual learning	Student Survey Family Survey Site Leadership Minutes (2023 - 2024) Site Leadership Minutes (2025) CAPS Network Action Plan School Site Council Meeting Agenda 2024 - 2025 School Year Site Council Example Minutes Historical SSC Agenda 2023 - 2024 School Year THS Website Staff Meeting Agenda Historical Staff Meeting Agenda 2023 - 2024 School Year Back to school night Parent Square (App for Communication)

needs. Additionally, parents and students are provided an updated handbook at the beginning of each school year. **Summary Analysis** THS regularly reviews its Vision and Mission Statements to ensure they reflect the evolving needs of students, with a focus on equity and inclusion. The school engages diverse educational partners—including administrators, faculty, parents, students, and community members—in evaluating and enhancing student learning outcomes in alignment with the LCAP and SPSA. THS takes meaningful steps to notify and educate our school community about our mission, vision and goals including distribution of an updated handbook, newsletters and interaction to elicit feedback on these items.	

Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (*1 page maximum*)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data-driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Supporting Evidence
A2.1 Findings: The California Education Code outlines the duties of school board members and helps guide the board's work to align school site needs with the Cotati Rohnert Park Unified School District's vision and community needs. Cotati Rohnert Park Unified School District board	2024-25 District Goals and Objectives Cotati Rohnert Park Unified School District School Board Website

meetings are held 1 - 2 times monthly and special meetings are scheduled as needed. The meetings are broadcast on YouTube in real time, and a full video file of the meetings are subsequently uploaded for historical documentation. The school board consists of 5 members, who are elected by trustee area to serve 4 year terms. Board members for a particular trustee area are elected by the resident voters of that trustee area. Technology High School's SPSA aligns with the district's LCAP goals and all of these guiding documents were developed in close collaboration with the school board and district office leadership. Every year the SPSA is reviewed and approved in collaboration with the school site council and the school board, enhancing the alignment between THS and the school board. Additionally, THS follows district initiatives such as implementing social emotional learning (SEL) programs, equity initiatives and positive behavior interventions and supports (PBIS) programs. **Summary Analysis** The goals of THS reflect the district's commitment to rigorous instruction and academic excellence. These goals were developed collaboratively with the school board to maintain alignment with district goals and priorities.	CRPUSD Board Meeting Schedule 2024 - 2025 School board meeting agendas/ minutes Superintendent's monthly staff newsletter PBIS Training Notes - Titan Code - THS Behavior Matrix - Titan'd Up Poster (included weekly in principal's newsletter and circulates on digital displays installed in the main office and on the front of the school)

Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership actions impact student learning and well-being***.

Criterion A3: Leadership for Learning (*1–2 pages maximum*)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact

on student learning to support continuous improvement.
A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.
A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Supporting Evidence
A3.1 Findings: The leadership team at THS regularly reviews data from multiple sources to determine a way forward with actions to take to continually improve student learning. The School Site Council reviews student performance on the CAASPP tests, CAST data as well as the Youth Truth Survey to measure our progress toward meeting our goals. Teachers work within departments to analyze subject specific test results and make a plan for student improvement. For example, the science department polled students after their previous CAST testing to ask if there were any subjects that they felt they tested poorly on or that they forgot from classes they took in 9th and 10th grade. Student feedback was used alongside analysis of the CAST scores by the department to make a plan for better preparing students to take the 2025 CAST test. Students in 11th grade chemistry will be participating in a CAST review and certain topics that are covered more frequently on the CAST are being moved from the end of year instruction to the middle of the year. Further curriculum sequence changes are under consideration for the 2025 - 2026 school year depending on 2025 CAST scores. Similarly, the math department and the ELA teachers use data and other feedback to change strategies to improve student success. THS staff is committed to a cycle of continuous reflection and improvement across all departments. **A3.2 Findings:** Technology High School's administration meets with the leadership team during the first Wednesday of every month after early student release. During this meeting, the department chairs and the administration team plan a relevant direction for staff to take for the remaining	School Site Council Agendas and Minutes (see links above) Staff Reflections on Kelvin Pulse Survey Data CRPUSD LCAP THS SPSA Approved 2/2024 Survey Data (see chapter 2) WASC Community Focus Groups Meeting Minutes CAASPP Scores (see chapter 2) Parent Square (App for Communication) Science Department Meeting Minutes 23 - 24 Weekly Wednesday Meeting Schedule Format Example Science Common Formative Assessment testing ability to read a graph Overview Summary of PLC and Staff PD

meetings in that month. Examples of this are targeting a PLC topic for implementation of a new cycle, budgeting or discussion of district wide initiatives. The leadership team also spends time reviewing current performance data to bring a summary of performance to the whole staff at a future meeting. The leadership team also plans departmental directions and actions to take based on the analysis of student performance. Faculty also take part in reflective PLC cycles that are important for fostering a culture of continuous improvement and collaboration. In the 2022-23 school year, PLTs focused on English Learners (ELs). For 2023-24, the focus has shifted to subject-specific collaboration across grade levels (e.g., science teachers aligning curriculum and strategies across grade levels). Topics identified for relevant site-wide PLT cycles for the 2024 - 2025 school year have included making strides toward reducing use of technology in the classroom. In the 2024 - 2025 school year, faculty members attended a Grading for Equity training offered by the Sonoma County Office of Education (SCOE). This training will assist THS staff with reviewing best practices and supporting new grading initiatives site wide. **A3.3 Findings:** In conjunction with CRPUSD, THS's principal adjust annual school plans according to student achievement data, as well as standards established by state and national agencies. The LCAP for CRPUSD stipulates targets for student achievement which THS adapts to the particular needs and outcomes of our school. The SPSA is directly aligned and correlated with the LCAP. Each department at THS has a monthly meeting to share effective teaching strategies, better calibrate grading and expectations and participate in PLC cycles using common formative assessments that will inform the department on a way forward. Other standardized assessments are used to guide the SPSA such as the CAASPP and CAST data. **Summary Analysis**	Establishing PLT Norms (example) Inquiry Cycle Template for THS Leadership Team Meeting Minutes 2025

THS has developed a SPSA aligned with WASC accreditation goals and the District Local Control and Accountability Plan (LCAP). Guided by comprehensive data from standardized assessments, surveys, and dashboards, the SPSA focuses on closing achievement gaps, supporting English Learners, and enhancing college and career readiness. Through collaboration with staff, families, and the SSC, the plan drives equity, engagement, and academic success. PLC cycles and other trainings enhance instructional practices through data analysis, common assessments, and examining grading practices.	

Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership and staff actions impact student learning and well-being***.

Criterion A4: Qualified Staff and Professional Development (*1–2 pages maximum*)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
A4.1 Findings: All of Technology High School faculty is fully qualified and their assignments maximize each teacher's training and expertise (see schedule of assignments). Staff teaching assignments are assigned in conjunction with input from department chairs, staff requests, past	Employment records Credential Reports include employee name, credential(s), certification

teaching experience and administrative oversight. THS participates in staff evaluation procedures that are aligned with CRPUSD human resources requirements. Probationary and temporary unit members are evaluated every year. Permanent unit members are evaluated on an every other year cycle. Permanent unit members who meet certain criteria are put on a 5 year evaluation cycle. The evaluation consists of the unit member identifying 2 standards to demonstrate during the evaluation. The unit member then participates in a pre-evaluation meeting to discuss the selected standards and the lesson plan with the evaluator. After the observation occurs, the unit member meets to debrief with the evaluator to discuss areas of improvement and areas of strength. This ensures the continual improvement of staff and encourages reflective teaching practices. Any teacher who is in a credentialing program or is clearing their credential in an induction program is assigned a mentor to help train the new teacher in best practices and assist in other supportive ways. Common programs in our area include the "Be a Teacher" program through the Sonoma County Office of Education and the induction program through North Coast School of Education. Mentors are typically teachers on site at THS, which lends additional support to new teachers to have such close access to their mentors. **A4.2 Findings:** The faculty at Technology High School is supported by the school district and site administration in planning relevant professional development to facilitate the academic standards and school-wide learning outcomes. There are 3 days for professional development district wide, typically divided into 2 days of planned district offerings (see PD catalogues linked in evidence) and 1 day of site-based professional development. Typically, the site leadership and staff collaborate to identify the most beneficial professional development for THS. In the past, these topics have ranged from the use of AI in education and by students, social emotional learning and	type, certificate level, number, and expiration date (from CBEDS) THS Staff Credentials Held and Teaching Assignments THS Master Schedule 2024 - 2025 THS Course Offerings 2024 - 2025 School Board policies, regulations, and by- laws Professional Development day sign-in sheets (human resources) Faculty meeting agendas District PD Catalogue - Fall 2024; Winter 2025 Staff Meeting Agenda Historical Staff Meeting Agenda for 2023 - 2024 School Year

instructional strategies to support multilingual learners.

A4.3 Findings:

The Technology High teaching staff meets weekly to discuss the school policies, procedures, happenings, needs and success. They also discuss the academic shifts of Project Based Learning, interdisciplinary units and collaboration to increase student engagement and achievement; and the overall implications for teaching and learning as it relates to students.

All new staff members attend a district orientation as well as a site orientation. District orientation is focused on learning about the union, district technology that is available and district practices. Site orientation is where staff members become familiar with policies and operational practices that are more specific to the site. Additionally, new teachers are provided support through their department chairs who communicate policies and procedures for departments as well as any changing information from administration. The site union representative(s) assist unit members with contractual concerns.

Summary Analysis

Technology High School's faculty is highly qualified, with 100% fully credentialed and assignments aligned to their expertise. Faculty benefit from dedicated time for planning and professional development by the school district as well as the individual site.

Weekly staff meetings promote collaboration on policies and communication of important site information. Staff are supported by multiple orientations upon hire to educate them on district and school policies and expectations.

Criterion A5: Resources

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts* ***student learning and well-being*****.**

Criterion A5: Resources (*1–2 pages maximum*)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Supporting Evidence
A5.1 Findings: Budget expenditures support the goals of the SPSA, LCAP and site goals. The process for evaluating expenditures and providing monetary oversight at the district through the Director of Fiscal Resources is effective. Purchase orders are created according to state guidelines and submitted to the principal and then to district office to ensure proper and appropriate allocation of funds. When determining how to spend the LCAP dollars, the principal first goes to the site leadership team. From there, the leadership team takes input from the teachers in their department. Additionally, the spending plan to support the SPSA is reviewed by the School Site Council, who is responsible for approving the plan. This ensures that staff, leadership and the Site Council collaborates to ensure allocations decisions support the SPSA and the LCAP. **A5.2 Findings:** Throughout the school year, THS administration works with the CRPUSD fiscal department on budget development and expenditures. At the beginning of each school year, THS administration and our office manager meet with fiscal department staff at the district office to finalize budgets for the year. The school district provides budget codes to fund site materials and budgets to support specific departments such as the	SPSA LCAP Custodial Clean-up schedule Work order process Williams Act curriculum survey of THS instructional materials Budget Spreadsheets (Example: Science; Historical Science)

science department. Department chairs are then responsible for tracking and managing their departmental budgets. Site funds are used to cover subs and school business leave and office supplies used by all staff. Site funds are also used by the ELA department to fund purchasing of books and other materials. Budgets are reviewed during departmental meetings to ensure equitable funding for faculty and that student needs are being met. All budget accounts at THS are audited every year at the end of the school year by an independent auditor that is impartial and not employed by CRPUSD. **A5.3 Findings:** The policies and procedures for acquiring instructional materials and equipment effectively support student learning. At the beginning of each school year, the vice principal conducts a staff survey to determine the need for textbooks and other instructional materials. This survey is designed to comply with the Williams Act, ensuring that there are sufficient instructional materials that are aligned with standards to support student learning. The district also supports the acquisition of digital licenses at the request of staff for educational platforms and subscriptions. The science department budget supports the use of consumable supplies and science instructional materials. The budget for site funds supports the purchase of printer paper and other office supplies that assist instruction. **A5.4 Findings:** The campus is well-maintained, as evidenced in the Work Order Process, Safety Visit Report, and Custodial Clean-Up Schedule. Technology High School has a day and night time custodian who are dedicated to caring for the campus and facilities. The custodial staff is proactive about identifying and correcting potential safety problems. Technology High School's newly updated campus has well-equipped science facilities, a modern wood shop and electrical lab and newly carpeted classrooms. The	

classroom furniture is all new since we moved onto the new campus in August 2019. This included a brand new technology infrastructure, with mirrored TVs that sync to staff computers and iPads. CRPUSD has both a maintenance department and a technology services department that operate on a ticket based system. Any staff member can create a ticket for either department, depending on the issue they are experiencing. Tickets are reviewed by leadership in those departments and assigned out to specialized staff that are sent to the school to address the concern. This system results in extremely fast service from both departments to ensure campus facilities are well-maintained and regularly updated. Additionally, students are 1:1 with chromebooks provided by the district. Staff are equipped with a computer and staff iPad to work with. The systems in place to support our facilities and technology are integral to student success and staff teaching capabilities. **Summary Analysis:** The distribution of resources at Technology High is transparent and the use of resources is efficient at meeting student learning needs. Our resources create student experiences that enable all students to reach rigorous learning outcomes, no matter their background or income. All students have access to a district Chromebook that the district supports and maintains. All facilities are meticulously maintained by numerous district staff including on site custodial staff, district wide maintenance staff and technology services.	

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. All aspects of the school's organization prioritize the success of students, with clear alignment between vision, curriculum, and assessments designed to maximize student learning outcomes.
2. Our new facilities are designed to maximize student learning and support teachers.
3. School leaders demonstrate a clear commitment to student learning, holding themselves and their staff accountable for maintaining high standards and supporting continuous improvement.

Areas of Growth

1. Ensuring alignment between grade levels and departments will promote consistency in educational experiences for students, addressing gaps in curriculum delivery and creating smoother transitions between grade levels.
2. Tailoring professional development to specific student and adult learning needs (e.g., differentiated instruction, addressing trauma, or supporting students with IEPs) will help teachers better support diverse learners.
3. Promoting interdisciplinary collaboration among teachers can help integrate skills and knowledge, encouraging students to apply learning in a variety of contexts and fostering critical thinking.
4. Increasing support for new teachers and staff when they join the Technology High School community to build collaborative relationships and increase employee retention.

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (*2–3 pages maximum*)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Supporting Evidence
B1.1 Findings: Technology High School students participate in rigorous and relevant standards-based curriculum that supports the achievement of the schoolwide learner goals. Teachers attend professional development and subject specific conferences to support the curriculum they teach. These development opportunities have led to changes in grading policies and curricular content to better serve the student population. We have adopted new curricula for several subjects and are continuously seeking ways to improve. Math piloted and adopted a new curriculum to better support students in reaching math goals. The science department was involved in a district curriculum committee in the 2023 - 2024 school year to evaluate science curriculum for district wide adoption. THS also explored storyline based curriculum and science teachers attended training to ascertain whether that curriculum would be a good fit for the needs of our students. After careful consideration, THS science department moved to a new curriculum to	NGSS Science Standards Our AP teachers attend Advanced Placement Summer Institutes to ensure curriculum integrity Example Professional Development Sessions for Visual and Performing Arts: CASMEC Session 1 CASMEC Session 2 Math CAASPP Scores Course Syllabi Standards mapping for Earth science standards integrated

better align with the NGSS standards in the 2023 - 2024 school year. The team evaluated many course sequence options and decided on a 3 course model for our science department. Our curriculum for science incorporates models of scientific phenomenon and real-world application with complex biotechnologies. Students participate in numerous inquiry based labs and a science fair project. In addition, THS is going to implement state mandated American Ethnic Studies semester long class as a required course in the 25/26 school year. Our ELA department has access to StudySync curriculum which they can utilize to inform their own curriculum development as well. Technology High School obtained access to this curriculum in 2022-23 after piloting in 2021-22. Teachers participate in a wide-range of professional development opportunities to improve their teaching practice through utilization of current educational research and thinking which supports academic standards and student learning objectives. An example of this is CASMEC (California All State Music Education Conference), which our Band Director attended in January of 2025. At this conference she had access to the latest education research which she is implementing in her courses to ensure students meet and exceed VAPA standards. **B1.2 Findings:** Each subject area is teaching skills consistent with academic standards and student learner outcomes. Teachers regularly use assessment data to inform curriculum and instruction. Common Core ELA was determined to not be rigorous enough for our students and only allowed them to read and respond to excerpts of novels in a thematic unit. The ELA teachers at our site opted to use two of the Study Sync novel studies so that students could read full novels. We've also found the need to adapt the curriculum to better prepare students for AP Language and Literature and college readiness. In science, teachers have developed and tested projects	into 3 course model Example Course Descriptions: AP Calculus course description provided to students Precalculus course description provided to students

and labs that align with NGSS standards. Courses such as Anatomy & Physiology demonstrate congruence with academic and college and career readiness standards. The current PLTW engineering classes at THS support the development of key college and career skills with the use of meaningful and rigorous design projects. Students also learn how to work in a team toward a common goal. The engineering CTE pathways that are in development for the next school year show the evolution of our programs to address the changing landscape and demands of the future workforce. In history classes, students take part in projects designed to engage and stimulate complex problem solving and deep research. Projects such as “Defend Your Bureaucracy” challenges students to present a defense of a federal agency such as NOAA or the FDA in the face of ‘budget cuts’. Students present a slideshow and submit a written paper. Students also write their own congressional style bills as if they were a senator or representative when they learn about the bill writing process. Students present their bill as if they were in congress. The math department has pivoted to address student learning loss and math deficits that have worsened over the last three years. During the 2023 - 2024 school year students participated in extra help and assessment using the ALEKS math program to get them caught up on math concepts. Additionally, THS offers a math support course as well as dedicated time during our weekly Advisory period for students to get additional help with math. The curriculum and coursework across all subject areas at THS challenges students to become critical thinkers and aims to challenge them with real world phenomena as a backdrop. These rigorous courses support our mission and vision and support high academic standards. **<u>B1.3 Findings:</u>** Students demonstrate college and career readiness in many ways. Our CAASPP test scores reflect that 90% of our students are meeting or exceeding standards in English. The ELA department works to vertically align	

English courses with appropriate standards at appropriate grade levels. This alignment with standards will only increase with our move to AP for all in the 2025 - 2026 school year. Students are prepared to be successful in college and career readiness through core classes as well as VAPA courses and college preparatory electives. Students learn critical thinking, reading, and writing, as well as effective presentation and research skills. Every teacher produces a syllabus that states standards and expectations for each course. The syllabus for each class is posted under Classwork on Google Classroom and remains at the top of the stream for the entire school year (Example 1, Example 2). The majority of THS courses satisfy the UC A-G requirements and have received UC approval. Only Freshman Essentials, Senior Essentials and PE are not UC A-G approved. AP courses have the academic standards built into the course and exam description that AP teachers closely adhere to. **B1.4 Findings:** Technology High School has close articulation with feeder schools as well as local educational institutes of higher learning. Our student leaders from the associated student body and our counselor attend recruitment visits to local feeder middle schools such as Lawrence Jones Middle School as well as out of district middle schools in Santa Rosa. Additionally, many THS students attend classes at the Santa Rosa Junior College while still in high school. A large percentage of graduating seniors also go on to attend the SRJC for 2 years before transferring to a 4 year university. As a result, we have very close ties to the SRJC. Students in Medical Club and Anatomy & Physiology take field trips to visit the SRJC anatomy lab in an outreach experience. Many of our students go on to the SRJC for their medical certification programs (radiology etc).	

The local university, Sonoma State University (SSU), is another school we have partnered with over the last 3 years. The SSU English department assisted THS with piloting a tutoring program where college students would come to our campus and host tutoring sessions for struggling students. SSU also loans supplies and equipment occasionally for science projects. Students enrolled in student leadership have also planned and executed events that build community with elementary schools, such as hosting a science experiment day at John Reed Elementary. Students also planned a read-aloud day for the younger students in TK and kindergarten where students passed out books and stuffed animals. Special education students have transition IEP meetings both to enter and exit high school where our special education staff is articulating with middle school and college staff, respectively. THS hosts multiple showcase events throughout the school year to articulate with the broader community. The Titan Research Institute and the Engineering Design and Development showcase both utilize judges who are experts in their field to evaluate student projects. The Rube Goldberg Night is an event for 9th grade physics students that also engages members of our community and all families attend to see the work of all 9th graders. **Summary Analysis:** Technology High School teachers regularly participate in professional development to ensure they are utilizing rigorous and relevant standards-based curriculum. They also utilize available resources, such as new curriculum provided by the district or develop their own curriculum working with their colleagues and using their professional development.	

Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.

- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (*2–3 pages maximum*)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
Variety of Programs to Access to Curriculum, Including Real World Experiences, by All Students **B2.1 Findings:** In the 2022-2023 school year, THS introduced several initiatives aimed at enriching the student experience and preparing them for future success. A key addition was the biannual College and Career Day, providing students with opportunities to explore post-secondary pathways and connect with industry professionals. THS started an Alumni Speaker Series in the 2024 - 2025 school year to showcase the careers of our alumni and inspire current students to accomplish their goals. The school also expanded its Visual and Performing Arts (VAPA) offerings and introduced Career Technical Education (CTE) courses focused on exploring various careers and colleges. **B2.2 Findings:** To ensure academic rigor and opportunities for all, THS maintained A-G eligibility across all core classes and most electives, while working to refine its curriculum. Efforts included adding new courses, shifting grade-level alignments, and increasing the variety of classes to better serve the diverse needs of the student body. An internship class and a tutoring pilot program were also launched, giving students	More students in VAPA - 178 students enrolled in a VAPA class Graduation rate; grades in A-G courses; 100% graduation rate: 46% going to a 2-year; 53% going to a 4-year college; 1% going to military or trade Senior Surveys Guidance Nights (9/10th) Guidance Nights (11/12th) High enrollments and recognition of success

practical experience and additional academic support. Individualized attention became a cornerstone of the school's counseling program, with students meeting one-on-one with counselors twice a year. Parent engagement was enhanced through regular informational nights. To further support college readiness, THS increased the graduation unit requirement and strengthened its partnership with Santa Rosa Junior College (SRJC) to offer dual enrollment opportunities. The school's vibrant extracurricular scene also played a role in student growth. Clubs such as the Medical and Math Clubs brought in guest speakers from their respective fields, while field trips connected students to real-world applications of their learning. Academics at THS were reimagined to foster relevance and inclusivity. English courses adopted contemporary literature by diverse authors, ensuring representation of multiple perspectives. Science and engineering classes tackled real-world challenges, such as environmental disasters and sustainability, providing students with hands-on problem-solving experiences. In science classes, students regularly use online platforms for simulations such as pHET simulations and the use of software that allows students to analyze data collected in real time. For example, in chemistry students use Vernier probes to detect various products of chemical reactions and monitor the results on the Vernier app on classroom iPads and personal chromebooks. This allows equitable access to curriculum while simultaneously connecting curriculum content to something happening in the real world. In ELA and Environmental Sustainability classes frequently use current events to connect curriculum to the real world. For example, the Environmental Sustainability class conducts a project on oil spill remediation where they engineer a better solution to clean up oil spills which are connected to real events. In Spanish classes, there are projects and assignments connected to studying the cultures of the Spanish speaking world. Further, many classes involve actually producing a product IN the real world, such as Journalism creating a newspaper, dances and blood drives put on by ASB or yearbook having a printing deadline that is in the real world.	from College Board in AP classes Pacing guide examples: -Music Production -AP Environmental Science -Precalculus -Calculus -Further Examples Master Schedule pHET Interactives 1:1 student chromebooks from technology services Classroom iPads Updated textbooks and ongoing curriculum adoption practices

By integrating College and Career Fairs, expanding course offerings, and creating meaningful connections between education and the real world, THS has positioned itself as a hub of opportunity, preparing students to thrive in an ever-changing world. **B2.3 Findings:** THS is committed to fostering strong communication and support systems for students and families, ensuring every individual has the tools needed to thrive academically and beyond. Counselors play a pivotal role, meeting frequently with students to provide guidance and support while helping them explore course offerings. Through advisory sessions, students have the opportunity to learn about classes by interviewing staff and attending course information sessions, empowering them to make informed decisions about their academic journey. The program Naviance is used extensively for college and career planning as well as applying to college. Students use PowerSchool to plan and select their courses and for checking grades. Counselors are also readily available to meet with parents, offering a personalized approach to addressing student needs. Parent engagement is further strengthened through a variety of informational events, including Back-to-School Night, grade-level parent information nights, and an 8th-grade info night to help families prepare for the transition to high school. For students with 504 plans or IEPs, THS ensures consistent support through feedback and follow-up meetings, fostering collaboration between staff, students, and families. In partnership with Santa Rosa Junior College (SRJC), THS provides students with seamless opportunities to enroll in dual enrollment courses and explore post-secondary pathways. SRJC representatives visit campus to assist with enrollment and host “Cash for College” nights—offered both in-person and virtually—where families receive expert guidance on financial aid and planning for higher education. To further inspire and prepare students, the school hosts multiple college visit days throughout the year, giving students first hand exposure to college campuses and opportunities. The biannual College and Career Day offers half-day sessions dedicated to college and career exploration, connecting	

students with representatives, professionals, and resources to help shape their future paths. Through these initiatives, THS ensures a collaborative and comprehensive approach to student success, fostering strong partnerships between the school, families, and the community. **Summary Analysis** THS has and continues to introduce programs to make learning more accessible and relevant. Initiatives like the biannual College and Career Day, expanded Visual and Performing Arts (VAPA), Career Technical Education (CTE) courses, and an internship class connect academics to real-world experiences. The curriculum emphasizes A-G eligibility, inclusivity, and modern relevance, incorporating contemporary literature by diverse authors and problem-solving in science and engineering. Clubs, field trips, and tutoring further enrich student learning and career readiness. Frequent student-counselor meetings, advisory sessions, and parent events like Back-to-School Night ensure strong support. Families receive guidance through 504/IEP meetings, college enrollment support from SRJC, and workshops like “Cash for College.” Events like College and Career Days and campus visits provide direct exposure to post-secondary pathways. By blending rigorous academics, practical experiences, and robust collaboration, THS equips students for success in academics and beyond.	

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Technology High School provides a standards-based curriculum aligned with schoolwide learner goals and college and career readiness indicators. Recent adoption of updated curricula in math, science (NGSS), and English ensures relevance and rigor.
2. We emphasize student-centered learning and real-world problem-solving by allowing students to apply knowledge creatively and practically.
3. Technology High School works to obtain dual enrollment partnerships, runs college and career days, and has an increased graduation unit requirement to prepare students for post-secondary success.

Areas of Growth

1. Expand efforts to meet the needs of all students, particularly those requiring additional academic or socio-emotional support particularly for our English language learners, students with IEPs, and 504s.
2. Technology High School could improve by providing more scaffolding for Project Based Learning and collaborative learning through professional development opportunities for teachers and aligning expectations across all disciplines.
3. Technology High School could improve by outlining clear and consistent expectations for content mastery through the streamlining of academic language used in rubrics.

Category C: Learning and Teaching (*6 pages maximum for Category C*)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (*1–3 pages maximum*)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
C1.1 Findings: Throughout their time at Technology High School, students have the opportunity to participate in showcase style projects that are designed to be challenging and help students become college or career ready. Showcases are open to all students, families and community members to attend and view student work. An example of this is the Rube Goldberg Project that 9th grade students undertake to learn about kinetic energy, potential energy and other associated laws of motion in physics. Students create a Rube Goldberg machine in the woodshop and then display and test their machines during Rube Goldberg Night. Families often attend and the entire 9th grade class participates and views everyone's projects working. There are additional rigorous projects that allow students to explore various concepts in physics by creating a novel product. An example of this is the cross-curricular project where students create a musical instrument that will generate 5 tones of sound in an exploration of sound waves. In 10th grade biology, students participate in the Titan Research Institute, a science fair event where they design and conduct their own experiment. Students analyze their results and present them in a	High percentage of students enrolled in AP or number of AP courses taken by students throughout high school CAASPP Data Pictures of Titan Research Institute Event Student Work Examples for Titan Research Institute Student Work Examples for PLTW Engineering Development and Design Rube Goldberg Projects

poster-style contest at the end of the school year as their final. This is also an event where families and other students attend to view student work. This event is judged by local industry experts who are in scientific and engineering fields. ELA sharecase events include the Detective Fiction sharecase, where students wrote a fictional detective story and then presented their story to sharecase attendees. Another example is the Civil Disobedience sharecase where students chose a social issue of interest and designed a poster to present the issue to sharecase attendees. The Project Lead the Way (PLTW) engineering program at THS consists of 3 courses: Principles of Design, Environmental Sustainability and Engineering Design and Development. Each course has its own distinct projects including designing a water filter, using VEX kits to construct machines to accomplish various tasks and DNA gel electrophoresis experiments. Engineering Design and Development is focused on students identifying a problem, designing a solution and creating a working prototype of their design. This course culminates in a showcase where student projects are viewed and judged by industry experts in engineering fields. This showcase and the Titan Research Institute both provide students with real industry experts as evaluators, lending authenticity to the projects and enhancing student buy-in and learning. In order to create an equity-centered learning environment THS has integrated math support into weekly advisory time allowing students who are struggling with math to receive extra support. In addition, students can reach out to request a peer tutor if they are struggling in a particular subject and one can be identified. In addition to tutoring students on our campus, Math Club provides tutoring services to the nearby middle schools Technology Middle School and Lawrence Jones Middle School. If students have an IEP or a 504 they are provided with accommodations to make learning equitable for them. Technology High School has a community culture such that students feel comfortable reaching out to teachers for additional support when needed, lending extra accessibility to their education. **C1.2 Findings:** At the beginning of each school year, all teachers at THS provide students with a syllabus that outlines course academic expectations and content standards. At THS learning objectives and expectations for standards-based	Rubrics for Writing Assignments in ELA The Five Tones 9th Grade Physics Projects - Cross Curricular with VAPA Trebuchet Building Project 9th Grade Physics Unamusement Park Project 9th Grade Physics (Rotational Motion) Titan Times Quarterly Newspaper (physically printed copies as well) Math Support Class and dedicated Advisory class time for identified students Study Skills Class for students with IEPs to teach important skills around studying and organization 504 and IEP accommodations Course Syllabi PowerSchool (grades)

deliverables are clearly communicated to students through teacher instruction and the use of rubrics. Objectives are based on content-specific grade level standards and provide students with a clear framework for their learning across disciplines. Teachers not only provide rubrics for projects within their classes, but take time to read through and use them as tools for instruction. This allows students to increase their understanding of the expected performance levels on assignments. Additionally, our AP teachers display and regularly refer back to the College Board provided learning objectives posters for each course. For large projects, whether they are writing an essay in ELA or History, or building a project in engineering, teachers provide students with completed exemplar projects to further develop student understanding of what is expected and what they are capable of creating. Teachers at THS offer a variety of scaffolds to facilitate student learning including checklists, and check-in days to help students "chunk" the large projects into smaller more manageable tasks that result in the completion of work that students are proud to turn in. **Summary Analysis**: Technology High School has implemented a number of rigorous and authentic projects that students participate in various grade levels. These projects are challenging and provide ample opportunity for students to view the work of other students doing the same project and also view the work of other grade levels. Multiple projects utilize industry experts, increasing authenticity and quality of curriculum. THS students are supported in their success on these challenging projects by teachers who, across all disciplines, provide clear learning objectives, rubrics, and exemplar projects. In meeting the needs of all students, teachers also provide scaffolding in a variety of ways, including checklists, check-in days (deadlines), and "chunking."	

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (*2–3 pages maximum*)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.
C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.
C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Supporting Evidence
C2.1 Findings: Research shows that students benefit from project based learning and student-centered lessons and different ways to demonstrate mastery. The majority of classes offered at Technology High School utilize project based learning and group work to promote student learning. These projects range from large projects such as the Titan Research Institute science fair to smaller projects such as developing a brochure or infographic. Students learn a great deal from producing something novel that allows them to develop their interests and collaborate with others using their strengths. The impressive production of a musical every year encourages agency and develops independence and a variety of other meaningful life skills. Other instructional strategies that are commonly utilized in science and engineering are model building and inquiry based lessons with driving questions. Students are encouraged to set goals and determine the steps they must take to reach those goals. A valuable instructional strategy that is used also includes the active use of feedback by students to improve their work. Feedback often occurs in real time with teacher circulation and individual table interactions. All classes are structured with units that build on previous knowledge and incorporate practice where appropriate. Units typically build to a final project that allows students to apply their learning to a real-world problem or a real situation that has happened. Assignments are designed to encourage students to do independent research to find solutions to problems and consider the reasoning behind the solution or to support their argument in language arts and social sciences. Teachers do not often assign work from a standard textbook, but tailor lessons themselves, encouraging students to think	Google Suite for Education PBL Rubrics Kahoot Edpuzzle Gimkit Tuner and Metronome apps in VAPA courses AP Classroom pHET Vernier/Pasco probe equipment and associated apps Drama Production Pictures (Mamma Mia!) Mamma Mia! Program

and find solutions through discussion in class and discovery during lab experiments. Class discussion and inquiry based lessons have been shown to be highly effective instructional strategies.

Students have options to express their understanding of content through a variety of summative assignments. For example, a student may choose to construct an essay as opposed to a multimedia project to present their mastery of an assignment or vice versa.

C2.2 Findings:

Technology High School currently offers courses within three Career Technical Education (CTE) Pathways including Arts, Media and Entertainment along with Architecture and Engineering as well as Agriculture and Natural Resources. Teachers of these pathways are working to finalize their CTE credentials in order to solidify these career focused programs. Students who opt into these programs are provided with rich, hands-on technical experience within their selected field of study. The arts, media and entertainment route includes coursework in music and music production. Science coursework includes opportunities for students to identify areas of interest that they have and choose a project based around their interest.

Both Engineering and Architecture as well as Agriculture and Natural Resources pathway have a class that serves as a capstone experience designed to prepare students for college and beyond by integrating research, critical thinking, and public speaking. The project empowers students to take ownership of their learning by selecting a topic they are passionate about, conducting thorough research, and presenting their findings in a professional and compelling manner. This process fosters student voice and agency, enabling them to showcase their knowledge and communication skills meaningfully.

A variety of electives and AP classes are available for students to make decisions about their learning journey. THS offers 13 different AP classes and a variety of electives across the arts, sciences and humanities to provide different opportunities for students and encourage curiosity.

VAPA classes offer students the chance to develop skills in the performing arts. The drama class puts on 2 productions a year, with one being a challenging musical and then a smaller production. The smaller production is typically a murder mystery that students write and produce themselves. This kind of experience is invaluable for students

interested in developing as leaders and novel creators.

C2.3 Findings:

Teachers use a variety of technology to assist them in instruction. These include iPad apps such as Notability and Explain Everything to actively take notes with students and create a PDF available after class. Students have access to notes and other classroom materials on Google Classroom. Students have access to all Google products for their classwork and collaboration. Group projects often include creating a group Slides to collaborate on, and in science lab groups put their group data on a collaborative spreadsheet to then analyze as a class.

At THS the entire staff uses Google Classroom and the suite of Google applications to provide students with instruction on assignments and to inform students of important dates and announcements as well as programs to build those assignments. Similarly, AP Classroom is used in all AP classes. Students and staff have access to a variety of apps, such as Gimkit, Kahoot, Quizizz, and NoRedInk, through the Classlinks page.

Other technologies utilized in instruction are 3D printers and the other equipment available in the electronics lab. Students can design and create prototypes for engineering classes and other classes using school 3D printing equipment. This technology has been utilized in classes such as the Engineering Design and Development class as well as in Anatomy & Physiology to 3D print a vestibular system.

C2.4 Findings:

Technology High School has a vibrant club culture where outside speakers are often brought in to discuss career opportunities in a variety of fields. For example, the Medical Club has speakers from physical therapy programs, nurses and veterinarians come discuss possible career paths. We have also had school wide assemblies with impactful speakers such as an astronaut who spent time on the International Space Station and is a district alumni. In art classes, a photographer was brought in as a guest speaker to share about their industry. In history class, speakers such as police officers have been brought in to discuss amendments and topics on political science. There is a THS Alumni Speaker Series and we have had a game designer speak to several classes as well as a physicist from Lawrence Livermore Labs. These types of speakers in classrooms provide extremely valuable learning opportunities for students.

Summary Analysis

Technology High School emphasizes project-based and student-centered learning, offering diverse projects and real-world applications to promote mastery and critical thinking. Career Technical Education (CTE) pathways in Arts, Engineering, and Agriculture provide hands-on experiences, while 13 AP courses and various electives encourage exploration and skill-building. Technology is fully integrated into learning, with tools like Google Classroom, collaborative apps, and 3D printers supporting innovative instruction. Clubs and guest speakers, including professionals from various fields, inspire students with real-world insights and career opportunities. These programs prepare students for college, careers, and beyond.	

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. For a small school with a small group of teaching faculty, Technology High School does a good job of offering a wide variety of AP classes, electives, core classes and other high quality experiences.
2. As a result of distance learning, Technology High School teachers have a good grasp of the various technologies that can be utilized in the classroom and use a wide variety of tools to assist student learning. Teachers have shown tremendous growth in this area in the last 6 years.
3. Technology High School offers challenging and relevant projects to actively engage all students in their learning.

Areas of Growth

1. Offering more opportunities for students to extend their learning beyond the classroom would be an area of growth. This would include expanding our current CTE program to include internship opportunities and other innovative instructional methodologies to encourage growth outside of the classroom.
2. Technology High School could do a better job of differentiating instruction to meet the needs of our growing population of neurodiverse students and struggling students.
3. An ongoing area of improvement is to refine research-based instructional practices to maximize student learning and engagement. Encouraging teacher reflection on the structure and requirements of their individual classes to incorporate more meaningful instructional practices is a particular focus.

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

Criterion D1: Reporting and Accountability Process (*1–3 pages maximum*)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.
D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.
D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Supporting Evidence
D1.1 Findings: Technology High School uses a variety of means to assess student progress. Students are given a baseline assessment upon acceptance into the school to determine the most appropriate math placement for them as a 9th grader. Yearly CAASPP and CAST exams are administered at the 11th grade level to all students. The CAASPP tests understanding of the Common Core standards and the CAST tests understanding of the NGSS standards. Three times a year district Renaissance benchmark exams are administered in math and English courses. Information from AP exams scores are shared. Unit test, HW, and project scores as well as real time composite grades are posted in the PowerSchool student portal to which parents and students have access. Student testing data from the	CAASPP Data CAST Data Renaissance Benchmark 9th Grade Math Assessment AP Exam Data PowerSchool scores for classwork

state standardized tests are reported to the faculty, School Site Council and the district office for analysis and planning. Student performance data is provided on the CRPUSD website through the SARC. The SARC is updated annually by the district office and THS administrators. The administrative staff of THS tracks the number of D's and F's to monitor student progress and track high school graduation readiness. Staff discuss any students of concern during staff meetings that have D's and F's and meetings are scheduled with these students and their parents to make a plan. If a student needs to enter credit recovery, we utilize Edgenuity to keep them on track to graduate. Families can check their students' grades at any time during the quarter, but at the end of each quarter they get an official quarterly progress check posted in PowerSchool. Semester grades are posted approximately 1 week after the end of the semester. **D1.2 Findings**: We have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Weekly staff meetings consistently address students of concern and conversations about grading. Departments have done work to standardize grading practices with rubrics and teachers have expressed interest in participating in a school wide rubric workshop as a professional development topic. With staff turnover between the end of the 23/24 school year and the beginning of the 24/25 school year, standardization of grading practices and consistency across grade levels and content areas is an area of growth for THS. The Grading for Equity Committee has been established and staff have been sent to training to provide updated information to facilitate staff discussions on grading practices. This is an area of growth for THS. We are planning on diving into this after the training is complete regarding Grading for Equity (staff is currently attending training as of February 2025). **D1.3 Findings**:	PowerSchool composite grades Grading for Equity Committee Weekly Staff Meetings CAASPP ELA results ELPAC data Math Support class Advisory math support supplemental class time Exit tickets across classes as formative assessments Quizzes as formative assessments Projects, presentations, posters, infographics, art projects, film projects [summative assessments] Edgenuity California School Dashboard PLC Overview SARC

THS often uses assessment results to make changes to school programs and to implement professional development activities. NGSS curricular changes were implemented to better align our curriculum with the CAST test and to increase our CAST scores. Similarly, our 11th and 12th grade AP For All English program implementation is in response to significant CAASPP ELA mastery and a desire to maintain high expectations for all students. The math department added a math support class and advisory math support to increase our scores on the CAASPP mathematics test. Staff has recently been granted permission to conduct site-based professional development for the 2025 - 2026 school year that will be held in August 2025 prior to the start of school. Previously, professional development was restricted to district-wide topics, making it difficult to tackle the site-specific areas of improvement. THS staff has already expressed excitement at planning PD to address grading for equity practices, standardization of grading expectations across courses and exploring implementing standards based grading. **D1.4 Findings**: In response to assessment results for incoming 9th graders, we partnered with the District to increase our site FTE and to allow the addition of a Math Support class. This is a form of academic intervention. THS offers a once a week Advisory class that allows for 35 extra minutes of specialized instruction in an area of choice for the student. Students can self-select the Advisory that is most supportive of their academic or emotional needs. Academic advisory classes focus on extra help in a certain subject area, such as math or biology. Non-academic advisory classes focus on the whole student and offer mindfulness sessions or other activities that promote SEL. Students can elect to change their advisory classes every quarter to change their focus to a new one. The district office has partnered with THS to support teacher PLC cycles to measure success of programs with common formative assessments. PLC cycles were run both departmentally and school wide during the 2023 - 2024	

school year and results from groups were reported out at staff meetings for discussion and analysis. These results were then communicated to the district office during principal meetings. **Summary Analysis:** Technology High School uses a comprehensive range of assessments to monitor student progress, including baseline math assessments, yearly CAASPP and CAST exams, and district Renaissance benchmarks in math and English. Real-time grades and feedback are accessible via PowerSchool, ensuring transparency for students and parents. Grading practices are standardized through staff collaboration, weekly meetings addressing students of concern, and participation in the Grading for Equity Committee. Recent efforts include NGSS implementation, expanding AP English offerings, and adding a Math Support class to address assessment-driven needs, particularly for incoming 9th graders. These initiatives reflect a commitment to data-informed instruction and equitable student support.	

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (*1–3 pages maximum*)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order

to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.
D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
D2.1 Findings: Students regularly meet with the Counselor for Fall/Spring check-ins to assess progress towards graduation, college & career goals, and general academic check-in. Staff meetings regularly address students of concern. Teachers across all classes use relevant formative and summative strategies to measure student progress toward learning standards. Additionally, teachers use assessments to guide pacing of instruction and need to reteach. For example, in science classes assignment due dates will be modified to accommodate student needs and to allow for reteaching as needed. Teachers use a number of programs that have been mentioned in previous sections to informally measure student progress to meeting learning goals. These include but are not limited to Edpuzzle, Kahoot, Gimkit and Khan Academy. Teachers also use warm up exercises to “hook” students into a new concept or they use a warm up in a review capacity to activate learning from the previous class. Teachers use quick writes as a snapshot of understanding of a concept that was taught or as a review strategy. In order to measure understanding for a summative assessment, teachers use a variety of techniques. These include: ● Multiple choice exams: Used primarily in math, science, Spanish and social sciences. AP classes use multiple choice questions from the College Board for their specific subject. ● Short answer exams: Used frequently in English, social science, science and world language. ● Research papers/essays: Social science teachers and English teachers require research papers or essays. ● Poster projects: Science teachers frequently use	Math HW solutions Math Exit Tickets Edpuzzle, Gimkit, Kahoot Google Classroom Example Poster Project **See other examples of student work in previous sections of chapter 3** D2.3 Supportive Evidence - Staff Statements

poster projects and presentation or gallery walk as a summative assessment.

- Performance-based test: Students in PE are required to complete various physical fitness tests to assess strength and physical ability. Students in band are assessed on their ability to perform scales and during concerts.
- Google Slides presentations: Students are typically assigned a topic to research and present to the class or they use Slides to display and explain the project process behind an engineering prototype.
- Physical product: In many cases, students' summative assessment is to create a physical product or apparatus. This includes the Rube Goldberg project, water filtration project in PLTW Environmental Sustainability and engineering prototype in Engineering Design and Development. In art, students produce art pieces for a variety of showcases and community events.
- Event: ASB produces actual events such as school dances, rallies or spirit weeks. Band and drama put on productions.

D2.2 Findings:

In math, students receive immediate and detailed solutions to independent practice assignments. Feedback is also provided through Exit Tickets, which assesses the students' understanding of the material learned that day. Based on the results of the Exit Tickets, instruction can be modified if a particular concept needs to be revisited.

In Spanish, feedback is provided primarily through class discussion. Immediate verbal corrections are given, and students are prompted to continue practicing with their peers.

In ELA, students engage in immediate peer feedback after being trained by the instructor on the rubric. Instructor moderates peer feedback. In the absence of peer feedback, students are provided line-by-line feedback towards a composite grade for that assignment.

In Music, students immediate feedback in the form of instructor modeling, small group or individual coaching.

In History (APUSH), students are assigned a DBQ (document-based question) and immediately afterwards, the responses are peer-scored using the actual College Board DBQ rubric. In Economics (AP Macro), students are asked to define/describe terms, identify graphs, articulate understanding. Students then sit an assessment immediately afterwards on the same content and these assessments are evaluated formatively as a whole class. In Science, teachers rely heavily on the formative feedback components of exit tickets, practice problems, checklists with teacher-provided evaluation. Additionally, teachers circulate during labs and activities, providing real-time guiding feedback towards the learning goal. **D2.3 Findings**: Teachers use exit tickets, warm-ups, class discussion, group work, and other formative assessments to collect data on student learning. This data is used to assess student progress, and appropriate modification of instruction is implemented when necessary. An example of modified instruction is creating a warm-up activity directly related to a topic that students struggled with the day before. **Summary Analysis:** Technology High School prioritizes regular feedback and data-driven instruction to support student success. Counselors meet with students each semester to review progress toward graduation and post-secondary goals, while staff meetings address students of concern (SOCs). Teachers across subjects provide immediate, formative feedback through exit tickets, peer reviews, class discussions, and hands-on guidance during activities. This feedback allows for real-time instructional adjustments, such as targeted warm-ups or revisiting challenging concepts. Collaborative grading practices, rubrics, and structured peer feedback foster deeper understanding and skill development across disciplines. These efforts ensure continuous monitoring and responsive support for student learning.	

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. PowerSchool - Students and parents always have access to grades.
2. Student Progress Assessment - THS uses a wide variety of tools and strategies to assess student progress (standardized testing, in-class formative assessments, project-based assessments, etc).
3. Standardized Testing Scores - Students are THS overall test higher than the district averages.
4. Teachers utilize detailed and consistent rubrics or employ clear and consistent expectations to assess both formatively and summatively.
5. Google Classroom - Students have constant access to dates, review material, and expectations of upcoming assessments.

Areas of Growth

1. FTE Use - There is more work and discussion that needs to be done regarding how to use FTE to best set up our students for success and meet our students' needs.
2. Lack of Sufficient Data for Some Demographics - When analyzing the results of the CAASPP testing, there are some demographics, namely female students and Hispanic students, where there is not enough data to make significant conclusions regarding trends in testing. This is most likely due to the lower female and Hispanic populations at THS compared to male and white populations.
3. Ensure consistency of grading rubrics & expectations within each department.
4. Ensure consistency of academic language interdepartmentally to create security among the students with respect to academic expectations.
5. Continue to build communication between departments and SPED regarding accommodations and expectations with summative assessments.
6. Provide clear feedback to students in a timely manner.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (*6 pages maximum for Category E*)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Supporting Evidence
E1.1 Findings: Technology High School employs a wide range of culturally sensitive strategies to encourage family and community involvement. Technology High School begins its relationships with families while students are still in eighth grade. Technology High School holds a prospective parent night where students and their families can learn about the curriculum, culture, and what we offer to students and families. **E1.2 Findings:** The English Language Arts department has participated in professional development focussing on culturally responsive teaching to better understand the needs of students with a diverse background in order to write a culturally sensitive curriculum in order to increase cultural awareness. The English Language Arts department regularly collaborates to utilize culturally diverse texts and update curriculum. Parents communicate directly with educators at the monthly Site Council meetings as well as monthly community cafes.	Prospective Parent Night Weekly Newsletter Monthly Community Cafe Invitation to one-on-one meetings Guidance Nights (9/10th) Guidance Nights (11/12th) Translation in Parent Square Youth Truth Parent Survey Link

Students at Tech High are welcome to share about their culture in various ways. We offer a wide variety of clubs such as Club MEChA, Black Excellence, and Asian Heritage. Students their freshmen year do a “food final” where they prepare food with their friends and family showcasing their culture or one they are curious about and share it with their peers. We have even had families make the food on campus for this event. Curriculum-wise, students are exposed to music from various cultures in Band, through books and short stories in English, art and artists in Photo and Art, and in History courses. Technology High School is in partnership with Sonoma State University’s pre-collegiate program Upward Bound and Academic Talent Search. These programs are for students who are socioeconomically disadvantaged and/or first generation college bound students. Sonoma State provides parent informational sessions on campus to educate parents on the program's advantages to support students in all aspects of applying for colleges including support with FAFSA, weekend academies, financial support for applications and AP testing. The Cotati Rohnert Park Unified School District provides translators which ensures that important information can be conveyed to parents through their native language. **E1.3 Findings:** Parents and families of students at Technology High School are able to be involved with several groups as desired. Guardians can join the PTSA, Site Council, or Sports Boosters, if they would like to be more involved in the runnings of the school. At Site Council meetings parents, students, teachers, and administration discuss and share their point of views regarding the needs of the school. At PTSA and Sports Boosters meetings parents can share their suggestions and ideas for fundraising, school events, and ways to further their connection to their students' academic community. **Summary Analysis:**	Upward Bound Slides Upward Bound Flyer Black Excellence Club Back to School Night MEChA Club Culturally Responsive Teaching Part 1,2 Ethnic Studies Curriculum Development training at Sonoma County Office of Education (implementation 2025 - 2026)

Technology High School continues to develop ways to increase family involvement. We are continuously working to develop methods of communication that work for the diverse needs of our families. It can be challenging to get parent involvement physically on campus. We consistently offer ways for family members to utilize technology to be able to participate in our PTSA, Site Council, or Sports Booster meetings. We are hoping to see an increase in parent involvement through participation in meetings, sports events, and community events. In improving our range of culturally sensitive strategies we aim to create an inclusive environment encouraging families and the community involvement in both the learning and teaching process which in turn will positively increase the rapport and trust students and families have with their school community.	

Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.
E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.
E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
E2.1 Findings: Technology High School strives to create an environment which continuously focuses on school improvement through providing a safe, clean, and orderly campus, nurturing learning and developing a culture characterized by the trust, professionalism and high expectations for all students.	E2.1 Policies and Resources: GoGuardian Beacon StopIt

Technology High utilizes GoGuardian to ensure safe and responsible use of electronics within classrooms. This in collaboration with a teacher-decided widespread cell phone agreement decreases instances of cyber-bullying and creates a safe space for learning for all students. The student handbook also outlines an extensive policy for students' technology use on campus. StopIt is an app that allows students to make anonymous complaints or give feedback on school experiences which helps to bring awareness to administration and educators so that they can intervene to meet students' needs. **E2.2 and E2.3 Findings:** Technology High School culture consistently demonstrates concern, caring, and high expectations for all students in an environment which honors individual differences, social emotional needs, and is conducive to learning. The Associated Student Body (ASB) hosts two events for incoming freshmen, pairing incoming 9th graders with current students to welcome them to their high school. Freshmen Connection is an event hosted in May where students are able to mingle with their incoming class and meet some of the leaders on campus. The week before school starts students can attend the Summer Bridge program. Any current student interested in attending as a leader will undergo four days of training where they practice and learn about ways to welcome our new students. Incoming freshmen are the majority of the attendees however transfer students of any grade are also welcome to attend. Student leaders guide our incoming freshmen through school policies, technology, social emotional lessons, and participate in a series of games and activities to increase connection and encourage school spirit. Beginning the school year this way ensures that expectations are clearly outlined, students have formed connections with their classmates prior to beginning school, and they are exposed to the culture of Technology High School. The Summer Bridge program helps to develop a school culture that demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.	Student Handbook E2.2 Trust, Respect, and Equity: Summer Bridge Program PBIS and restorative practices including restorative circles YouthTruth Data about trusted adults Youth Truth Data 2 and also Kelvin Pulse for students, staff, and parents to make changes to school policies, engage students in the classroom, address issues Attendance Data 1 Attendance Data 2 E2.3 School Culture: Clubs Engineering Showcase VAPA (students of different grades work together) ASB dances, rallies, spirit weeks, Townhalls Exploratoiurm SEL Field Trip

Technology High School is utilizing restorative Positive Behavioral Interventions and Supports (RPBIS) in order to support students by stating clear expectations and providing resources to nurture learning for all students. We use a behavior matrix that provides us with consistent language and messaging which include the positive behavioral expectations and is posted for students to access around campus, through the principal's newsletter, and occasionally the weekly student video. Staff are trained to incorporate circles into their classes as needed and it leads to a restorative approach to student behaviors, creating opportunities to repair harm in a positive way while utilizing a growth mindset. Technology High School offers eight VAPA courses which encourages collaboration across different grade levels assisting students as they build relationships and promote unity at Technology High as a whole. These visual and performing arts courses allow students to explore their interests while encouraging vulnerability and building trust among their peers. In these art programs students learn how to support and encourage one another. The VAPA courses not only work to develop school culture but also honor the individual differences and social emotional needs of our students which aids in developing an environment conducive to learning. As a small school, Technology High School is able to make shifts and communicate with groups dependent on the needs. For example, our freshmen and sophomore classes were having a hard time adjusting to high school behavior expectations and understanding the difference between a joke and something that is problematic. Senior student leaders determined that a conversation with trusted adults, themselves, and the underclassmen, could be useful. We then led two conversations with our seniors and underclassmen to ensure that they understood the school culture and our high expectations for all students. This also helped to honor the social emotional needs of these students leading to a deeper atmosphere of trust, respect, equity, and professionalism. Technology High School is in the process of creating a Wellness Center that will be housed within our student	Adjunct duties (support students outside of the classroom), Prospective Parent Night (see above, E.1)

center building. The center is designed to host students during a 15 minute break from class where they can choose a wellness activity as a tier 1 support for mental health. There will be a 15 minute timer that will then send them back to class after their activity is complete. This will also provide time for a staff member to check in with that student to see if they require additional support. **Summary Analysis:** Technology High School has been moving toward and implementing PBIS as well as restorative circles to ensure that all students receive the same messaging and understand the expectations. Our underclassmen were struggling to acclimate to high school and behavior expectations which led to our seniors guiding a conversation about our culture and expectations. Technology High School is consistently looking for ways to include student voice to create, redesign, and/or implement the policies, regulations, and resources to ensure a safe, clean, and orderly place that nurtures learning for all students. It is clear through our desire to hear all voices and change the way we are doing things that Technology High School strives to be a place of caring, concern, and high expectations, with an emphasis on the social emotional needs of our students. We have an atmosphere of trust, respect, equity, and professionalism, which is evident in our relationships with our colleagues, students, their families, and the local community.	

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and

college and career readiness.
E3.3 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
E3.1 Findings: At Technology High School students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness as well as success. Our students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community. We have one full-time counselor who works with approximately 345 students in a year. Our counselor works with students to support them academically, emotionally, and also provides them with further resources as needed. She meets with students at least annually to provide academic support and is also available informally via Google Chat, email, and her weekly newsletter. Technology High School has a nurse who works on site once a week. She assesses all 10th grade students on their eyesight and hearing as well as those that have IEP's and 504's and others with specific medical plans. We also offer Edgenuity, an online learning credit recovery program, for students needing to make up credits. We also offer them a space to do this work, in our student center. Students have access to flexible seating, private conference rooms, Internet access, and adult supervision to answer any questions they may have. **E3.2 and E3.3 Findings:** Technology has growing visual and performing arts (VAPA) courses on campus. Over 55% of our students are currently enrolled in a VAPA course such as band, drama, journalism, film, digital photography, yearbook, art, or music production. These programs bring a sense of community and belonging to many of our students. We also offer several extracurricular activities such as a	Academic Counselor Twice-yearly meetings with all students SST - Catch students before Ds/Fs - Edgenuity (credit recovery) School Psychologist Contracted Counselors Behavioral Therapists Speech Therapist SAFE Team Education Specialist and Special Education Study Skills Class Part Time Nurse Student Center for wellness and sensory calming Cross Curricular Rube Goldberg, Music and physics VAPA classes including Band and Drama, Journalism, Film, Photo and

robotics team, several sports teams, and over 30 clubs. There are also many opportunities encouraging students to contribute, voice their concerts, pose suggestions, and establish connections with their student representatives. Once a month student representatives host a town hall. There are three representatives per grade level, who were voted on by their peers. They spend a lunch period once per month meeting with staff and students. Any student or staff member may meet with these representatives to bring forth their comments, questions, and concerns. These student representatives then bring this information back to the associated student body (ASB) class so they can use this to improve our school. There are several ways for Technology High School students to connect to a strong sense of community. All students must complete 40 hours of community service in order to graduate, with many students exceeding this number. In participating in these acts of community service students better their community and feel a sense of connection to others. **Summary Analysis:** Technology High School is consistently working to better our offerings to students, utilizing feedback from students, parents, and staff. We constantly work to ensure students receive appropriate academic, social-emotional, and multi-tiered support in order to ensure all students are properly equipped with college and career readiness to be successful in the real world. Our counselor meets with students, parents, and emails resources on a weekly basis. We encourage student involvement with several ways for students to share their voices or participate within their communities in both academic and non-academic ways. Through this our students deepen their sense of self and make personal and community connections that are meaningful and relevant allowing for advocacy of their needs.	Art (see above in E2) JC and SSU classes Everyday Speech (SEL curriculum)

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. **Comprehensive Counseling Support:** The full-time counselor provides academic, social-emotional, and college/career readiness support to all students. The use of multiple communication channels (Google Chat, email, and newsletters) ensures accessibility and flexibility in addressing student needs.
2. **Health Services:** The presence of an on-site nurse, even on a part-time basis, supports the health and wellness of students. Regular screenings for eyesight and hearing ensure that students' physical needs do not hinder their learning.
3. **Credit Recovery and Flexible Learning Spaces:** The availability of Edgenuity for credit recovery, paired with a supportive and resource-rich student center, offers students a structured and flexible environment to succeed academically.
4. **Strong Visual and Performing Arts (VAPA) Program:** Over 55% of students engage in VAPA courses, which foster creativity, community, and belonging. These programs provide students with opportunities to explore diverse interests and talents.
5. **Robust Extracurricular Opportunities:** The wide variety of clubs, sports, and activities, including robotics and over 30 clubs, ensures that students have ample opportunities to connect, explore their passions, and develop leadership skills.
6. **Student Voice and Leadership:** Monthly town halls hosted by elected student representatives create a platform for students to voice concerns, provide suggestions, and collaborate with staff, fostering a sense of empowerment and community ownership.

Areas of Growth

1. **Targeted Support for Students with Special Needs:** While students with IEPs and 504 plans are supported, more frequent collaboration between the nurse, counselor, and special education staff could ensure a more holistic approach to their academic and social-emotional growth.
2. **Focus on Equity in Student Voice:** Efforts should be made to ensure that diverse student groups (e.g., English learners, students with special needs) are actively represented in town halls and other feedback systems to ensure their unique needs are addressed.
3. **Broader Community Partnerships:** Strengthen partnerships with local organizations, businesses, and colleges to provide internships, mentorships, or hands-on experiences that connect students' learning to real-world applications.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Work with our departments to outline clear and consistent expectations for content mastery by developing and implementing the use of rubrics with standardized academic language creating security among students with respect to academic expectations.
- Offering more opportunities for students to extend their learning beyond the classroom would be an area of growth. Expanding our current CTE program to include internship opportunities to encourage growth outside of the classroom. Strengthening partnerships with local organizations, businesses, and colleges to provide internships, mentorships, or hands-on experiences that connect students' learning to real-world applications for all students.
- Meaningful professional development opportunities that help teachers learn how to meet the diverse needs of students, focusing on differentiated instruction and supporting students with IEPs. This includes professional development around relevant instructional practices that enhance learning for all students.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert or use the table with prioritized strengths and growth areas and determine the 3-4 growth areas for inclusion in your plan.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

	Category A	Category B	Category C	Category D	Category E
Strength	The school fosters an inclusive and supportive environment that promotes student well-being, engagement, and academic growth, evidenced by strong student involvement in extracurricular activities.	Technology High School provides a standards-based curriculum aligned with schoolwide learner goals and college and career readiness indicators. Recent adoption of updated curricula in math, science (NGSS), and English ensures relevance and rigor.	For a small school with a small group of teaching faculty, Technology High School does a good job of offering a wide variety of AP classes, electives, core classes and other high quality experiences.	THS uses a wide variety of tools and strategies to assess student progress (standardized testing, in-class formative assessments, project-based assessments, etc).	Monthly town halls hosted by elected student representatives create a platform for students to voice concerns, provide suggestions, and collaborate with staff, fostering a sense of empowerment and community ownership.
Growth	Tailoring professional development to specific student and adult learning needs (e.g., differentiated instruction, addressing trauma, or supporting students with IEPs) will help teachers better support diverse	Technology High School could improve by outlining clear and consistent expectations for content mastery through the streamlining of academic language used in rubrics.	Offering more opportunities for students to extend their learning beyond the classroom would be an area of growth. This would include expanding our current CTE program to include internship opportunities	Ensure consistency of grading rubrics and expectations within each department while ensuring consistency of academic language interdepartmentally to create security among the students with respect to	While students with IEPs and 504 plans are supported, more frequent collaboration between the nurse, counselor, and special education staff could ensure a more holistic approach to their academic and social-emotional growth.

	learners.		and other innovative instructional methodologies to encourage growth outside of the classroom.	academic expectations.	

- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

Our analysis of our program confirms the identified student learner needs identified below:

1. **Access to professional development opportunities so all teachers have the most current understanding of neurodiversity** and how it presents in different students and relevant instructional modifications to make - targeted professional development to equip teachers with strategies to support neurodiverse students alongside neurotypical students.
2. Work with our departments to outline **clear and consistent expectations for content mastery** by developing and implementing the use of **rubrics with standardized academic language** creating security among students with respect to academic expectations.
3. Offering more opportunities for students to extend their learning beyond the classroom would be an area of growth. **Expanding our current CTE program to include internship opportunities to encourage growth outside of the classroom.** Strengthening partnerships with local organizations, businesses, and colleges to provide internships, mentorships, or hands-on experiences that connect students' learning to **real-world applications for all students**.
4. Meaningful professional development opportunities that **help teachers learn how to meet the diverse needs of students, focusing on differentiated instruction and supporting students with IEPs**. This includes professional development around relevant instructional practices that enhance learning for all students.

To address identified student learner need #2 above: Evidence to support our findings include Youth Truth survey results, Kelvin Pulse survey results, community outreach conducted by administration and the WASC coordinator and staff surveys. Teachers state that the introduction of many new teachers and the loss of long term key staff members at the end of the 23/24 school year, an area of growth for THS is to standardize grading rubrics, academic language and expectations across all classes. This will ensure grading transparency and clarity for students and families. This desire is reflected in family and student surveys as well. Students mention this in survey categories that discuss unfairness or uneven treatment and grading.

To address identified student learner need #3 above: In surveys, students and families

have requested more flexibility with the 3 year engineering graduation requirement. With our changing student demographics, and our desire to recruit a more diverse student body, offering alternate engineering pathways has long been a topic of discussion at THS. Changes have started during the 2024 - 2025 school year but the further development of these programs in future years will be crucial to offering our students and families the diverse programs that they requested via survey. Initial feedback from students and families on the changes in our program have been positive and we are excited to fully implement this change with the engineering capstone courses next school year. The development of the engineering capstone program will allow us to establish relevant community partnerships and increase our students' college and career readiness with more authentic experiences and community engagement. This is also increasing our equitable access to desired curriculum, allowing students voice and choice in the engineering capstone that they are going to participate in.

To address identified student learner needs #1 and #4 above: Technology High School supports a large percentage of students who have a 504 or an IEP. Our average enrollment over the last 3 years has been 341 students, and approximately 14% of those students have a 504. Additionally, 4% of students have an IEP. THS has 1 part time SPED teacher who is responsible for the IEP caseload and teaching the study skills class. THS has additional part time staff dedicated to speech therapy and psychology. However, staff professional development has been limited in terms of training teachers on relevant instructional practices in a secondary setting to support these students. On survey, staff has identified training to better support neurodivergent students as a priority. Parents have also mentioned this in community outreach and further surveys that were sent to families.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities:

1. Meaningful professional development opportunities to train teachers to better support students with a 504 or IEP or other neurodivergence in a secondary educational setting while still maintaining rigor and creating a challenging environment for all students. This PD should be focused on providing applicable strategies that are appropriate for the academic environment at THS.
2. Standardizing academic language and creating clear and consistent expectations across classes, grade levels and within academic departments.
3. Offering more opportunities for students to extend their learning beyond the classroom including expanding our current CTE program to include internship opportunities and other meaningful community articulation.

Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

The School Plan for Student Achievement was last updated and approved on October 9, 2024. Our SPSA is aligned with the LCAP goals for our district. Through our self study, we will be making the following changes:

LCAP Goal 1
Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.

Student Learner Needs (from chapters 2 & 4 of the Self Study)	**Identified Schoolwide Growth Area (from chapter 4 of the Self Study)**	**SPSA Goal #1**
		Technology High School will increase achievement levels in Math by raising the percentage of students meeting or exceeding standards as measured by CAASPP scores by 3%. Additionally, Technology High School will maintain the current levels of students meeting or exceeding standards as measured by the CAASPP scores in English Language Arts.

Added to Goal #1:	Student Learner Need:	Strategy Activity:
Strengthen Systems for Monitoring Intervention Effectiveness	**Why:** While interventions exist, the school lacks a consistent system for measuring their effectiveness and making data-informed adjustments	School counselors, intervention staff, and leadership will develop systems for tracking the implementation and outcomes of academic and behavioral interventions

Ongoing Follow-up Process:

Strengthen Systems for Monitoring Intervention Effectiveness

1. Develop Tracking Tools

Action:

- Design shared data collection templates (e.g., Google Sheets, Forms) to monitor interventions.
- Define key data points to track (e.g., attendance, grades, benchmark assessments, behavioral data, intervention participation).

2. Initial Training and Launch

Action:

- Train all counselors, intervention staff, and relevant teachers on how to use the system.
- Set clear expectations for documentation frequency (e.g., weekly or bi-weekly).

3. Regular Data Reviews

Action:

- Weekly review student data to identify patterns of improvement or concern.
- Evaluate the effectiveness of specific interventions based on student progress.
- Adjust interventions or provide additional supports as needed.

4. Progress Monitoring Meetings

Action:

- Hold brief check-in meetings on an as-needed basis with students receiving Tier 2/Tier 3 interventions.
- Document student reflections and adjust support plans as needed.

5. Mid-Quarter and Quarterly Reporting to Staff

Action:

- Mid-quarter report to prevent learning of problems at the quarter end, offering an opportunity for remediation prior to quarter grades.
- Share summarized intervention data trends with the staff at staff meetings or via newsletters.
- Highlight successes and communicate any shifts or new intervention focuses.

6. Beginning-of-Year Evaluation from Prior Year

Action:

- Analyze CAASPP and internal benchmark results.
- Evaluate the impact of interventions across the year.
  Identify areas of success and areas for continued growth.
- Use findings to inform LCAP and SPSA updates for the following year.

LCAP Goal 2

Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Student Learner Needs (from chapters 2 and 4 of the Self Study)	Identified Schoolwide Growth Area (from chapter 4 of the Self Study)	SPSA Goal
Why: A small but growing number of students require more personalized support to access rigorous curriculum; current systems are evolving but	**Strengthen Academic Support for Neurodiverse and Struggling Students** **Who:** Students with IEPs, 504 plans, and those	N/A

not yet consistently implemented across classrooms **Why:** Students express strong interest in real-world learning; early exposure to practical experiences strengthens college and career readiness and student engagement	performing below grade level **What:** Expand access to targeted Tier 2 and Tier 3 academic interventions, enhance teacher professional development in UDL and trauma-informed practices **Expand Experiential Learning Opportunities for All Students** **Who:** All students **What:** Grow internship programs, career exploration events, and capstone project integration	

Ongoing Follow-up Process:

Strengthen Academic Support for Neurodiverse and Struggling Students

1. Build and Implement Expanded Intervention Systems

Action:

- Identify students needing Tier 2 and Tier 3 supports (through grades, benchmark data, teacher input).
- Expand intervention options: small-group instruction, academic workshops, executive functioning skills coaching.
- Create clear referral and progress-monitoring processes for interventions.

2. Professional Development in UDL and Trauma-Informed Practices

Action:

- Provide training opportunities in Universal Design for Learning (UDL) and trauma-informed teaching.
- Build time into staff meetings or PLCs for strategy sharing and reflection.
- Gather feedback to adjust PD offerings based on teacher needs.

3. Regular Data Monitoring

Action:

- Review grades, benchmark assessments, and intervention participation.
- Make data-driven adjustments to interventions or supports.

Expand Experiential Learning Opportunities for All Students

1. Grow Internship and Career Exploration Programs

Action:

- Partner with local businesses, community organizations, and colleges.
- Identify at least 5–10 internship/mentorship opportunities for students each year.
- Focus on expanding access to experiential learning opportunities through shadow days, guest speakers, and workshops.

2. Integrate Capstone Projects

Action:

- Strengthen project expectations with real-world application components.
- Explore more opportunities over the 4 years for project-based and real-world problem solving

3. Student Voice and Feedback

Action:

- Administer surveys to gather feedback on access to real-world learning experiences and satisfaction.
- Use feedback to guide future internships, events, and project ideas.

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

Student Learner Needs (from chapters 2 and 4 of the Self Study)	Identified Schoolwide Growth Area (from chapter 4 of the Self Study)	SPSA Goal
Why: Students and families report confusion over inconsistent grading; aligned expectations will promote fairness and equity in assessment **Why:** Stakeholders report inconsistent implementation and unclear outcomes from Advisory; maximizing this time can support student well-being and academic planning	**Increase Consistency in Grading Practices and Academic Expectations** **Who:** All students and instructional staff **What:** Develop common grading rubrics, shared academic language, and clear instructional expectations across departments **Deepen the Implementation of Advisory for SEL and Academic Guidance** **Who:** All students and advisory teachers **What:** Clarify goals and curriculum for Advisory; provide teacher training to deliver SEL and academic guidance more effectively	**Goal #2 in the SPSA:** 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.

Added to Goal #3:	Student Learner Need: **Why:** Students and families report confusion over inconsistent grading; aligned expectations will promote fairness and equity in assessment	Strategy Activity: **What:** Develop common grading rubrics, shared academic language, and clear instructional expectations across departments

Ongoing Follow-up Process:

Increase Consistency in Grading Practices and Academic Expectations

Action:

- Professional development regarding equitable grading practices
- Audit current grading practices in departments and schoolwide to determine areas of growth
- Develop common grading rubrics and shared academic language
- Pilot new grading rubrics and expectations
- Revise and implement schoolwide
- Monitor consistency (define what it means to be consistent for departments: doems this look like one assignment per week in the gradebook for instance) and gather feedback from students

Deepen the Implementation of Advisory for SEL and Academic Guidance

What: Clarify goals and curriculum for Advisory; provide teacher training to deliver SEL and academic guidance more effectively

Why: Stakeholders report inconsistent implementation and unclear outcomes from Advisory; maximizing this time can support student well-being and academic planning

Action:

- Convene advisory task force
- Clarify goals and outcomes for advisory

- Develop/revise advisory curriculum
  Train advisory teachers
- Implement new advisory structure
- Monitor effectiveness

Support Chronic Absenteeism Reduction through SEL Initiatives

Action:

- Embed attendance check-ins in advisory
- Mentor at-risk students
- Conduct family outreach
- Measure Absenteeism Progress

LCAP Goal 4

Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Student Learner Needs (from chapters 2 and 4 of the Self Study)	Identified Schoolwide Growth Area (from chapter 4 of the Self Study)	SPSA Goal
		Goal #3 in the SPSA: Technology High School will prepare and send weekly communication to all families through ParentSquare in a newsletter. The readership will increase by 5%

Added to Goal #4:	Student Learner Need:	Strategy Activity:
Expand Equitable Access and Representation in Enrollment and Programs	**Why:** Despite outreach efforts, female-identifying students remain a minority at ~35%; broader representation promotes equity, diverse	**What:** Refine outreach efforts to increase representation of underrepresented groups, particularly

	perspectives, and an inclusive school culture	female-identifying students and students of color

Ongoing Follow-up Process:

Increase Family Communication and Engagement through Weekly Newsletters

Action:

- Prepare and send weekly newsletters via ParentSquare
- Monitor newsletter readership
- Refine newsletter content based on feedback

Expand Equitable Access and Representation in Enrollment and Programs

Action:

- Refine outreach strategies
- Develop targeted recruitment campaigns
- Partner with community organizations
- Track enrollment and representation data

LCAP Goal 5

Focus Goal to provide English Learner and RFEP students with equitable services.

Student Learner Needs (from chapters 2 & 4 of the Self Study)	**Identified Schoolwide Growth Area (from chapter 4 of the Self Study)**	**Goal #4 in the SPSA:** Students who take the ELPAC will increase their proficiency by one level overall.

Added to Goal #5:	Student Learner Need:	Strategy Activity:
Continue to Build Teacher Capacity in Supporting Diverse Learners	**Why:** Teachers report challenges supporting diverse learning needs; increased collaboration and targeted PD will improve instruction and inclusion	**What:** Teachers and school leaders will provide structured time and resources for collaborative planning and sharing strategies for differentiation and accommodations through PLC's.

Ongoing Follow-up Process: Increase ELPAC Proficiency for English Learners

Action:

- Identify and monitor English Learners
- Provide integrated support for English Learners
- Implement ELPAC preparation activities
- Monitor and Support Reclassified Students (RFEP)
- Measure change

Continue to Build Teacher Capacity in Supporting Diverse Learners

Action:

- Provide professional development on differentiation and accommodations
- Establish collaborative planning time
- Develop and share differentiation resources
- Monitor implementation of differentiation strategies

Appendices:

A. Local Control and Accountability Plan (LCAP)
B. California School Dashboard Summary performance indicators
C. Most recently approved SPSA (October 9, 2024)
D. Results of student, parent and staff questionnaires, surveys and interviews:
    a. WASC THS Student Survey
    b. Youth Truth Survey Results
    c. WASC THS Family Survey
    d. WASC THS Staff Survey
E. Master schedule 2024 - 2025

F. Courses Offerings 2024 - 2025
G. Approved AP course list
H. UC A–G approved course list
I. School accountability report card (SARC)
J. Graduation requirements
K. Summary of School Budget