SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA DEPARTMENT OF EDUCATION

FOR

TECHNOLOGY HIGH SCHOOL

550 Bonnie Ave.

Rohnert Park, CA 94928

Cotati Rohnert Park School District

April 7 – 9, 2025

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Introduction

Technology High School (THS), established in 1999, is a small, public, college preparatory high school located in Rohnert Park, Sonoma County, California. As one of three accredited high schools in the Cotati-Rohnert Park Unified School District (CRPUSD), THS serves approximately 90 students per grade level, drawing enrollment from across Sonoma County. The school is nationally recognized, including being named a **National Blue Ribbon School in 2021**, and maintains a strong academic reputation rooted in STEM-focused education.

Programs Offered

THS provides a rigorous and comprehensive curriculum designed to prepare students for college and career success. Signature programs include:

- **Project Lead the Way (PLTW)**: A three-course engineering sequence that is a graduation requirement.
- **Advanced Placement (AP)**: A wide range of AP courses across disciplines including math, science, English, social science, Spanish, and computer science.
- **Visual and Performing Arts (VAPA)**: A growing program encompassing band, drama, visual art, digital photography, and multimedia production.
- **Mathematics**: Course offerings range from Algebra I to AP Calculus BC and AP Statistics, with accelerated pathways available.
- **Ethnic Studies**: A required course starting in the 2025–2026 school year to meet state graduation requirements.
- **Career and Technical Education (CTE)**: Pathways in Arts, Media & Entertainment, Architecture & Engineering, and Agriculture & Natural Resources.
- **Student Life**: A wide array of clubs (e.g., Robotics, Medical Club, Math Club, Aerospace Club) and athletic teams that enrich campus culture.

Schoolwide Strategies for Diversity, Equity, and Inclusion

Technology High School is committed to fostering an inclusive environment that reflects the diversity of its surrounding communities. Schoolwide DEI strategies include:

- Targeted recruitment at Title 1 and underrepresented middle schools to promote diversity in enrollment.
- Expanded outreach efforts with materials available in Spanish and application support for families.
- Development of the Summer Bridge Program to support incoming freshmen in transitioning socially and academically.

- Ongoing work to enhance gender diversity and close equity gaps through curriculum development and co-curricular programming.
- Advisory and academic support structures, such as math-specific interventions and the implementation of ALEKS, to support students with academic challenges.

Involvement and Collaboration of Educational Partners

The self-study process was initiated in Fall 2023 and led by the WASC Coordinator and school principal. Faculty participated in focus groups during professional development time and departmental meetings, ensuring collective ownership and continuity in writing. Departments were organized into "home groups" to support vertical and cross-disciplinary alignment.

Broad stakeholder engagement was a hallmark of this self-study. THS actively involved students, parents, faculty, classified staff, School Site Council, and PTSA members. Parent and community input was gathered through multiple in-person and virtual meetings, including those held outside standard work hours for accessibility. Surveys such as YouthTruth and Google Forms were used to gather and synthesize feedback from students and families. This inclusive approach enabled the school to align its self-study findings with schoolwide goals, culminating in a strategic and reflective Schoolwide Action Plan (SPSA).

The involvement and collaboration of educational partners in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *Technology High School engaged a broad range of educational partners in the self-study process, including certificated and classified staff, students, families, the School Site Council, and PTSA. The school used multiple avenues for input, such as YouthTruth surveys, department-level discussions, advisory feedback, and stakeholder meetings scheduled during and outside of school hours. These efforts resulted in a self-study that accurately reflects the current state of the school and incorporates data-informed areas of strength and growth. The identified student learner needs, including support for neurodiverse learners, improved grading consistency, and increased real-world learning opportunities, are clearly aligned with stakeholder input. The process was inclusive and reflective, though some stakeholder groups had more sustained involvement than others. Overall, the collaboration contributed meaningfully to a well-developed and honest self-study.*

Progress Report

Significant Developments Since the Last Self-Study Visit

Since the previous WASC self-study visit in 2019, Technology High School (THS) has experienced several noteworthy changes that have significantly impacted the school community and student learning outcomes:

- **Expansion of Programs**: The Visual and Performing Arts (VAPA) program has grown substantially, now including music, art, and drama. Music classes alone serve 22% of students. The science program has added Anatomy & Physiology and AP Environmental Science, while three new CTE pathways have been introduced: Arts, Media & Entertainment; Architecture & Engineering; and Agriculture & Natural Resources.
- **Science Curriculum Alignment**: THS transitioned from its previous integrated science sequence to the NGSS three-course model, embedding Earth Science standards across Physics, Biology, and Chemistry courses. This change aims to enhance depth and coherence in science education.
- **Administrative Turnover**: The school has undergone multiple leadership changes, with a new principal and assistant principal appointed for the 2024–2025 school year. Additionally, five teaching staff left in 2024, prompting a substantial hiring effort during the summer and affecting scheduling and staffing stability.
- **Advisory Restructuring**: The Advisory period, initially designed for academic and social-emotional support, has seen structural and purpose-based shifts. The school is currently reemphasizing its academic support function, particularly in mathematics.
- **Enrollment and Diversity**: Enrollment increased from 322 students in 2019 to 343 in 2024. Recruitment efforts have led to modest gains in Asian and Black student enrollment, although gender equity remains a focus, with female-identifying students comprising 35.4% of the population.

Action Plan/SPSA Implementation Process and Monitoring

Technology High School monitors its Schoolwide Action Plan and Single Plan for Student Achievement (SPSA) through a multi-pronged approach:

- **Data-Driven Decision-Making**: The school reviews CAASPP performance, AP exam results, and grade distribution data to identify trends, inform intervention strategies, and guide instruction.
- **Stakeholder Engagement**: Input is gathered from faculty, students, and parents through surveys (e.g., Youth Truth), focus groups, School Site Council meetings, and PTSA discussions.
- **Collaborative Structures**: The leadership team facilitates implementation through professional development, curriculum planning, and support for teachers in addressing diverse learner needs. The SPSA is reviewed and updated annually and aligned with district LCAP goals.

Progress on the Action Plan/SPSA

The action plan incorporates growth areas identified in the last self-study and through the current review process:

- **Math Achievement**: The school aimed to improve CAASPP math scores by 3%. While there was a modest gain, gaps remain, particularly for subgroups, prompting the introduction of Tier 2 and Tier 3 interventions.
- **Support for Vulnerable Students**: THS has implemented professional development on trauma-informed teaching, UDL, and differentiated instruction. A "Check-In/Check-Out" support model and expanded counseling resources have been introduced.
- **College and Career Readiness**: THS continues to maintain a 99% rate for students meeting the college/career readiness benchmark, emphasizing access to STEM, A–G courses, and CTE offerings.
- **Diversity, Equity, and Inclusion (DEI)**: Recruitment and outreach efforts have expanded, with an equity lens applied to enrollment practices and student onboarding.

Use of Prior Accreditation Findings and Data in School Improvement

Findings from the prior accreditation cycle have informed ongoing school improvement. Notably:

- The school prioritized increasing access to VAPA and CTE programs as recommended, which has led to greater student engagement and more diverse elective offerings.
- Recommendations to formalize academic and SEL support have evolved into the redesign of the Advisory system, although consistency in implementation remains a challenge.
- The need for more inclusive curriculum and student voice—particularly for underrepresented groups—has led to equity-focused initiatives and embedded structures for feedback, such as monthly student town halls and advisory input.
- Areas such as multi-tiered systems of support (MTSS), teacher collaboration around IEP/504 accommodations, and consistent use of formative assessment continue to evolve and are reflected in the revised SPSA goals.

While progress has been made across multiple fronts, not all previously identified growth areas are fully addressed in the current action plan. For instance, although culturally responsive pedagogy and family outreach were areas of need previously, implementation remains limited and is not yet explicitly embedded in the updated plan.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *Technology High School has made consistent use of prior accreditation findings and schoolwide data to inform planning and guide school improvement efforts. Recommendations from the previous WASC visit—such as increasing student support structures, expanding VAPA and CTE offerings, and ensuring access and equity—have been integrated into programmatic changes. These include the expansion of the arts and internship opportunities, adjustments to Advisory to better support students, and continued emphasis on college and career readiness.*

Data from CAASPP, AP exams, course grades, and student perception surveys (e.g., YouthTruth) are routinely analyzed to identify achievement gaps and evaluate progress. These insights have directly influenced interventions in math, targeted supports for vulnerable students, and professional development focused on differentiated instruction and equity.

While the school has not fully resolved all areas identified in past findings—particularly around consistent grading practices and deeper support for neurodiverse learners—it has demonstrated a clear and responsive cycle of inquiry and improvement based on relevant and timely data. The integration of these findings into the school's action plan and SPSA reflects an intentional commitment to continuous improvement and student achievement.

School and Student Profile and Supporting Data

School Description

Technology High School (THS), founded in 1999, is a public college preparatory high school located in Rohnert Park, Sonoma County, California. As part of the Cotati-Rohnert Park Unified School District (CRPUSD), THS serves grades 9–12 with a current enrollment of approximately 343 students. It is one of three WASC-accredited high schools in the district and maintains a rigorous STEM-focused academic program. The school's small size fosters close relationships among students, teachers, and staff, contributing to a culture of academic support and high achievement.

Demographics (2023–2024)

- **Total Enrollment**: 343 students
- **Ethnic Composition**:
    - White: 49%
    - Hispanic/Latino: 25%
    - Asian: 14%
    - Two or More Races: 10%
    - Other: 2%
- **Gender**:
    - Male: 64.6%
    - Female: 35.4%
- **Socioeconomically Disadvantaged**: 19.4%
- **English Learners**: 1.7%
- **Students with Disabilities**: ~6%

Major School Programs

- **Project Lead the Way (PLTW)**: A three-course engineering sequence including Principles of Engineering, Environmental Sustainability, and Engineering Design and Development, required for graduation.
- **Advanced Placement (AP)**: Courses offered across multiple subjects, including AP Calculus AB/BC, AP Biology, AP Physics, AP English Language and Literature, AP Environmental Science, AP Statistics, and AP Computer Science.
- **Visual and Performing Arts (VAPA)**: Offers music, drama, visual arts, and digital photography.
- **Career and Technical Education (CTE)**: Pathways include Arts, Media & Entertainment; Architecture & Engineering; and Agriculture & Natural Resources.

- **Ethnic Studies**: To be implemented by 2025–2026 to meet California graduation requirements.
- **Academic Acceleration**: A fast-track mathematics pathway allows students to progress from Algebra I to AP Calculus.

Vision, Mission, and Graduate Profile

- **Vision**: To develop confident, capable, and compassionate students prepared for future academic and career success.
- **Mission**: To provide a rigorous STEM-focused educational environment that promotes critical thinking, problem-solving, creativity, and effective collaboration.
- **Graduate Profile**: Graduates of THS are expected to be innovative problem-solvers, effective communicators, collaborative team members, and responsible global citizens.

Identified Major Student Learner Needs

Based on schoolwide data analysis and input from staff, students, and families, Technology High School has identified the following student learner needs:

1. **Support for Neurodiverse and Struggling Learners**: Continued professional development is needed to equip teachers with strategies to support students with IEPs, 504 plans, and other learning differences.
2. **Consistency in Academic Expectations**: Teachers and families identified a need for clear and consistent grading rubrics and academic language across departments to reduce student confusion and increase equity.
3. **Expanded Experiential Learning**: Students expressed a strong desire for more real-world learning opportunities such as internships, capstone projects, and career exploration to complement academic learning.

California School Dashboard and Local Data

CAASPP Performance (2024)

- **English Language Arts**: 85% of students met or exceeded the standard.
- **Mathematics**: 68% met or exceeded the standard, with growth seen in Communicating Reasoning and Problem-Solving domains.
- Notably, Hispanic/Latino student performance improved significantly: students scoring “exceeded standard” increased from 23.08% (2021) to 35.71% (2024), while those “not meeting standard” dropped from 38.46% to 14.29%.

College and Career Readiness Indicators

- **A–G Completion**: Decreased from 95% to 85% over three years.
- **AP Exam Success**: Percentage of students scoring 3+ increased from 57% (2021–22) to 80% (2023–24).
- **Internships and Career Exploration**: Expanded internship pilot programs, Naviance college planning tools used by 100% of students.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School demonstrates acceptable progress by students toward its clearly defined schoolwide learner outcomes and graduate profile. The school offers a rigorous academic program with high expectations aligned to college and career readiness standards, including A–G requirements, AP coursework, and CTE pathways. The majority of students perform well on academic benchmarks such as CAASPP and AP exams, and nearly all students graduate prepared for postsecondary opportunities.

The school has identified key learner needs—such as increased support for neurodiverse students, improved academic consistency across classrooms, and more experiential learning—and has made measurable strides in addressing them. Implementation of tiered math interventions, professional development in trauma-informed instruction, and expansion of internship programs reflect targeted responses to student needs.

Academic standards are clearly communicated, and course offerings align with UC/CSU expectations. The school continues to refine its Advisory structure and support systems to address non-academic competencies tied to its graduate profile, including collaboration, communication, and problem-solving. While some variation remains in how these competencies are reinforced across classrooms, the school's intentional efforts and data-driven strategies indicate effective progress toward its schoolwide goals.

Chapter 3: Quality of the School's Program

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

Visiting Committee Comments

Technology High School is re-developing a clear and coherent vision centered on preparing students for post-secondary success through a rigorous STEAM-focused college preparatory program while implementing pathways. There is no district Graduate Profile although it is referenced in pre-write documents. The staff will create a Technology High School Graduate Profile.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals/graduate profile and academic standards.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *Technology High School with many new staff and a new administration has a vision to move learning and student supports. The staff will create a Technology High School Graduate Profile.*

A2: Governance

Visiting Committee Comments

There is a belief across the school community that students can achieve if they are motivated. Teachers, administrators, and support staff are committed to equity and access, offering academic the best they can as a "school of choice" that enables learners to thrive in a small school environment.

Governance **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *Need to see the full implementation of the school's targeted intervention programs, commitment to culturally responsive teaching and a school-wide SEL program.*

A3: Leadership for Learning

Visiting Committee Comments

Technology High School is redesigning a school-wide process for engaging all stakeholders in the development and ongoing refinement of its vision and purpose. Some departments are ahead of others but there seems to be a collective commitment from the new administration and staff to complete it throughout the school site. Technology High School has implemented PLTW for all supporting their "technology/STEM" vision 2024-25, Algebra 1 and Physics for all 9th graders

2024-25, and AP English for all 11th/12th graders in 2025-26.

Leadership for Learning **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *There is evidence that the staff is on the way. Complete the systemic changes beyond the current and proposed agreements in a few curricular areas.*

A4: Qualified Staff and Professional Development

Visiting Committee Comments

Technology High School benefits from a dedicated and qualified faculty, many of whom have extensive subject-specific backgrounds, particularly aligned with the school's STEM-focused mission. Staff members are committed to continuous learning and express pride in the school's rigorous academic culture. Nonetheless, professional learning systems appear informal and somewhat fragmented, with inconsistent alignment to student performance data and long-term schoolwide learner goals.

A4.1 Qualifications, Preparation, and Supervision of Staff

Technology High School meets district requirements for credentialing, and its teaching staff possess appropriate subject-area expertise. The school demonstrates clear supervision and evaluation practices aligned with district protocols, including regular teacher observations and feedback cycles. However, the school may benefit from a more robust induction and mentorship program for new staff, especially in supporting differentiated instruction and culturally responsive teaching strategies.

A4.2 Professional Learning and Impact on Student Learning

Professional development opportunities are offered throughout the year, both at the site and district levels. While individual teachers engage in workshops and training, there is limited evidence of a systematic, schoolwide approach grounded in the analysis of student performance data. Teachers have limited structured time for collaborative inquiry, peer observation, or interdisciplinary planning. As a result, professional development is not always perceived as directly relevant to classroom instruction or tied to measurable student learning outcomes. Staff have expressed interest in more consistent PLC structures and opportunities to engage in action research and data-driven decision-making.

A4.3 Communication and Understanding of School Policies and Procedures

Staff members report that policies and procedures are accessible and generally well-communicated through the staff handbook, weekly updates, and faculty meetings. According to the self study, roles and responsibilities are clear, and school operations function smoothly. However, many staff members work over 1.0 FTE and spend after school time with students' extra curricular activities. In addition, there is limited shared leadership around instructional decisions or long-term visioning connected to the school's graduate profile. Expanding

leadership capacity among teachers—especially around pedagogical innovation and equity initiatives—may foster stronger ownership of schoolwide improvement.

Qualified Staff and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School benefits from a highly qualified and dedicated staff whose expertise strongly aligns with the school's STEM-centered mission. Teachers meet all credentialing requirements, and district protocols are followed for teacher evaluation, supervision, and assignment. Staff members demonstrate a deep commitment to student learning, often working beyond their contracted hours to provide academic support and extracurricular enrichment.

The site leadership supports teacher growth through regular observations and feedback; however, the school lacks a fully developed, schoolwide system for professional learning that is strategic, data-driven, and clearly aligned with instructional priorities and student learning needs. Professional development (PD) occurs throughout the year via district offerings and staff-led initiatives, but many teachers report that PD is often not differentiated, ongoing, or directly tied to schoolwide learner outcomes or equity goals.

Structured collaboration time is limited, and while teachers engage informally in collegial support, formal PLC structures are underdeveloped. Teachers expressed a strong desire for more time and support to engage in collaborative lesson planning, student work analysis, and interdisciplinary projects. In particular, new staff would benefit from a more robust induction and mentorship program to ensure consistency in instructional practices and classroom support systems.

Communication regarding school policies and operational procedures is clear and consistent, supported by faculty meetings, handbooks, and weekly updates. Nonetheless, the staff voiced concern over heavy workloads and a lack of shared leadership opportunities, particularly in shaping instructional vision and equity initiatives tied to the graduate profile.

Although foundational practices in supervision and operations are in place, the current approach to professional development and distributed leadership is fragmented and reactive rather than systemic and strategic. A more intentional and coherent approach to professional learning, grounded in student performance data and staff needs, will be critical in moving toward a culture of continuous instructional improvement.

A5: Resources

Visiting Committee Comments

Technology High School generally demonstrates effective management and utilization of its human, material, physical, and financial resources to support its schoolwide learner outcomes, academic standards, and goals outlined in the Local Control and Accountability Plan (LCAP).

A5.1 Resource Allocation Decisions
The School Site Council (SSC), English Learner Advisory Committee (ELAC), and other advisory bodies participate in school planning, and site leaders appear to align resources with instructional goals and student needs. However, the self-study notes that involvement from a broader range of stakeholders, especially students, classified staff, and underrepresented families, remains limited in the actual budget development and prioritization process. Strengthening participatory resource decision-making could ensure greater alignment with equity goals and strategic priorities.

A5.2 Practices and Procedures
The school adheres to district-mandated budgeting and auditing practices, and the fiscal procedures in place appear transparent and consistent with standard accounting practices. Annual audits and oversight structures ensure that financial processes meet legal requirements. However, evidence suggests there could be clearer communication to the broader school community regarding how funds are prioritized and how they impact teaching and learning outcomes.

A5.3 Instructional Materials
Technology High School provides students with access to up-to-date instructional materials, particularly in STEM areas. Teachers report having access to digital platforms, printed materials, and necessary lab equipment. The school ensures compliance with the Williams Act, and stakeholders confirm that students have the resources they need for classroom success.

A5.4 Facilities Conducive to Learning
The physical environment of the school is described as clean, safe, and well-maintained. Classrooms are generally conducive to learning, and technology infrastructure supports both instruction and assessment. However, space limitations—particularly for collaborative learning, special education services, wellness support, and extracurricular activities—have been noted. As the school population grows and student needs evolve, expansion or reconfiguration of learning spaces may be necessary to support all learners effectively. During classroom observations, committee members observed many classrooms have little walking room due to the number of needed desks. In addition, many parents, students and staff members were concerned with band classes taking place on the multipurpose room's stage behind a fire curtain, instead of its own classroom. This setup makes it difficult for the band classes to practice comfortably and manage sharing the multipurpose room with PE and students during lunchtime.

In summary, Technology High School is utilizing its resources in alignment with legal requirements and strategic plans. However, enhancing stakeholder involvement, increasing transparency around resource use and impact, and ensuring facilities and materials fully reflect the needs of a diverse student body are key areas for ongoing improvement.

***Resources* that supports high achievement for all students.**
Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:

Technology High School demonstrates a thoughtful approach to resource allocation in alignment with its schoolwide learner outcomes, LCAP priorities, and academic goals. The school benefits

from strong district support in terms of facilities maintenance, safety protocols, and access to technology. Classrooms are equipped with sufficient instructional materials, and teachers report access to updated textbooks, laboratory equipment, and digital tools that support the STEM-focused curriculum.

Stakeholder participation in financial decision-making—especially among classified staff, students, and families—appears limited. While site councils and advisory committees exist (e.g., SSC, ELAC), there is an opportunity to enhance transparency and engagement with broader stakeholder groups in resource planning tied to student outcomes and needs.

In terms of facilities, the school environment is clean, safe, and generally conducive to learning. However, some limitations in physical space and infrastructure—particularly related to expansion of extracurricular offerings and flexible learning environments—have been noted by staff and students.

Although Technology High School effectively manages existing resources, there is room to strengthen the alignment of resource use with equity goals and continuous improvement strategies. For example, while technology access is widespread, differentiated support and training for both students and teachers on meaningful tech integration could enhance student learning experiences and outcomes.

A more robust process for monitoring the effectiveness of resource use—tied directly to student performance metrics and progress on the schoolwide action plan—would also help inform future budget priorities and ensure the most efficient use of limited funds.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Consistent visibility of the school's vision that is embraced by staff but they need more time and space to complete the vision with the new administration.
- Effective stakeholder engagement in reviewing and refining schoolwide purpose.
- Clear articulation of a STEM-focused vision is emerging.
- A new and highly visible admin team complementing a core staff.
- Faculty and staff are credentialed, experienced, and dedicated to the school's mission. Many teachers bring real-world expertise in STEM fields and demonstrate a deep commitment to student success.
- The campus is clean, safe, and conducive to learning. Classrooms are equipped with necessary technology and materials that support 21st-century learning.
- Students and teachers have access to current textbooks, digital resources, and lab equipment that align with the academic program and support hands-on learning experiences.

- School leadership works collaboratively with the district to allocate financial and material resources in alignment with the Single Plan for Student Achievement (SPSA) and LCAP goals.

- The school follows clear budgeting procedures and meets legal compliance requirements, including annual audits and the Williams Act for instructional materials.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Explore additional ways to engage families with limited English proficiency to further deepen understanding of the school's vision and purpose as a STEM school.

- Continue to gather formal feedback from a broader range of community partners regarding the relevance and clarity to (re-)create the Graduate Profile for Technology High School.

- Establish a coherent and ongoing professional learning structure aligned with student achievement data, schoolwide learner outcomes, and equity goals. Ensure professional development includes topics such as culturally responsive pedagogy, differentiated instruction, and SEL.

- Provide dedicated time and support for teachers to engage in Professional Learning Communities (PLCs) focused on analyzing student work, refining instructional practices, and aligning with the graduate profile.

- Address spatial limitations by exploring the development of more flexible, collaborative, and inclusive learning environments—particularly for wellness support, special education services, and extracurricular programming.

- Communicate more clearly with the broader school community about how budget decisions are made and how resource allocations are directly supporting student learning and strategic goals.

- Foster a culture of shared leadership by providing more formal opportunities for teachers and staff to lead initiatives, influence schoolwide planning, and contribute to long-term instructional visioning.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Staff trust and buy-in of the re-designed vision as site.

- A new superintendent's office creating their district vision and expectations will create a space for continuous improvement for THS.

- District and SCOE resource and partnership list/connections will accelerate the process of collective commitment of the site.

- Describes some district-led PD offerings but notes the need for more school-level, data-driven PD. Teachers expressed desire for more relevant, collaborative PD connected to student needs and consistent PLC time.

- Describes alignment of budgeting with LCAP goals and student needs. Facilities, instructional materials, and technology are maintained and compliant with the Williams Act. Facilities are clean, safe, and technology is well integrated into instruction. Identified needs for expanded learning spaces, targeted wellness resources, and clearer communication about resource priorities.

CATEGORY B: CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

Visiting Committee Comments

Technology High School is re-aligning a STEM curriculum that aligns with current state academic standards, and is aligning with a new staff and administration's vision for the high school. Technology High School is now intentional in designing a learning environment that fosters high expectations, college and career readiness, and strong STEM (Science, Technology, Engineering, Mathematics) literacy. CTE Pathways are evolving and will commence in the 2025-26 academic school year.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *There is evidence that the staff and new administration are creating a viable STEM curriculum and need additional resources from the new superintendent's office to evolve/grow as a STEM school of choice.*

B2: Equity and Access to Curriculum

Visiting Committee Comments

Technology High School is demonstrating a strong commitment to ensuring that all students have equitable access to a rigorous and relevant curriculum that prepares them for college, career, and lifelong success as they work together to re-emphasize a collective commitment to what it means to be a Technology High School student. They have started to actively foster an environment where opportunity and advancement are prioritized, and where personalized learning pathways support students in achieving their academic, personal, and postsecondary goals.

Equity and Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: *Technology High School has made/will make changes to their curriculum that supports equity and access. The school site has implemented PLTW for all supporting their "technology/ STEM" vision 2024-25, Algebra 1 and Physics for all 9th graders 2024-25, and AP English for all 11th/12th graders in 2025-26. As Technology High School starts to capture and disaggregate data that demonstrates the learning pathways that support each student's achievement their academic, personal, and postsecondary goals the site will thrive in their CCI.*

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- *Continue to create and reconfigure CTE and pathway opportunities to ensure broad career exposure for all students.*

- *Technology High School is creating access to a rigorous, A-G aligned curriculum with multiple college and career readiness pathways.*
- *Technology High School has made/will make changes to their curriculum that supports equity and access. The school site has implemented PLTW for all supporting their "technology/ STEM" vision 2024-25, Algebra 1 and Physics for all 9th graders 2024-25, and AP English for all 11th/12th graders in 2025-26.*
- *College and career readiness is emerging as planned through a rigorous A-G pathway and STEAM-focused electives that include PLTW.*

Growth Areas for Continuous Improvement for Curriculum:

- *Continue expanding dual enrollment and early college credit opportunities in partnership with local colleges.*
- *Continue to grow curricular and CTE pathways for all students by partnering with local and regional partners.*
- *Strengthen outreach and support for first-generation college-bound, special education and English learner students and families navigating postsecondary systems.*

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- *As Technology High School starts to capture and disaggregate data that demonstrates the learning pathways that support each student's achievement their academic, personal, and postsecondary goals the site will thrive in their CCI.*

- *Project-based learning is emerging in Technology High School's instructional model, ensuring students engage in meaningful, real-world tasks that build critical thinking, collaboration, and communication skills.*

- *Continue to grow and create capstone projects, industry partnerships, and field experiences give students direct exposure to real-world problem solving and career environments.*

CATEGORY C: LEARNING AND TEACHING

Visiting Committee Comments

The visiting committee recognizes Technology High School's strong commitment to creating a rigorous and academic environment. Across classrooms, students are consistently engaged in learning experiences that are intellectually challenging.

C1.1 Results of Student Observations and Examining Work

Through classroom visits and the examination of student work, the committee found evidence that students are regularly engaged in complex tasks that go beyond rote memorization and promote deeper thinking. Lessons often required analysis, synthesis, collaboration, evaluation, and application — key indicators of higher-order thinking. Examples included integrated science and math projects using engineering design principles, argumentative writing rooted in current events. These experiences support rigorous academic outcomes but grading practices varied across teachers leading to inequities.

Teachers express the desire for schoolwide scaffolded support such as modeling, graphic organizers, and real-time feedback practices to ensure all students — including English learners and students with learning differences — can access and excel in rigorous content. Schoolwide norms emphasize collaboration, respectful discourse, and personal accountability. In student focus groups, learners consistently reported feeling intellectually challenged and supported, citing their teachers positive relationships and supportive guidance.

C1.2 Student Understanding of Learning Expectations

Technology High School students demonstrated an awareness of performance expectations. Learning targets are clearly posted and frequently referenced throughout lessons in some classes, where they are not posted in others. Teacher based rubrics are used to guide student performance and reflection.. Many students articulated how success criteria are used to monitor their own progress and revise their work toward mastery. Other students reported they could continuously redo assignments but did not achieve standard mastery but assignment completion for an acceptable grade.

Some teachers reinforce learning goals by explicitly connecting activities to real-world applications. For example, in humanities courses, students examine social justice issues through the lens of historical inquiry, while in math and science, students regularly apply concepts to engineering challenges and current technological advancements such as robotics. These experiences help students see the relevance of their learning, but there was not evidence of expanding learning into creating clear connections to industry skill sets needed for future careers.

Moreover, the school's advising and academic counseling structures reinforce a schoolwide culture of self-awareness and growth. Students receive regular progress updates through digital tools such as Google Classroom and PowerSchool and advisory, and many expressed the need for self advocacy for themselves academically. The desire for the school to continue calibrating grading expectations

and structured supports across all grade levels to ensure consistent schoolwide practices, particularly for diverse student populations was echoed across student, parent, and staff groups.

Student Engagement in Challenging and Relevant Learning Experiences **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee rates this criterion as "Effective" based on clear and consistent evidence that Technology High School provides a rigorous academic program rooted in relevant and challenging learning experiences that align with AP course expectations, academic content standards. Across disciplines, students are engaged in tasks requiring critical thinking, collaboration, and application of knowledge to real-world contexts. These learning experiences are designed to cultivate both academic and 21st-century skills.

Classroom observations revealed that students regularly engage in project-based learning, Socratic discussions, lab experiments, design challenges, and performance-based assessments that promote inquiry and creative problem-solving. Student work samples across grade levels confirmed alignment to high standards, and focus groups indicated that students feel challenged, supported, and motivated to succeed.

The school demonstrates support strategies to ensure that all students—including English learners, students with IEPs, and students from historically underserved backgrounds—have equitable access to rigorous content. Evidence-based instructional practices, combined with a supportive school culture, contribute to strong student engagement and achievement outcomes.

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

Visiting Committee Comments

Technology High School provides equity-centered, student-focused instruction that fosters critical thinking, creativity, and real-world application. Across classrooms, teachers are committed to engaging students through a variety of instructional strategies and resources, although there is opportunity to further deepen consistency and expand access across all student populations.

C2.1 Teachers Facilitate Learning

Teachers at THS employ a diverse range of instructional strategies, including inquiry-based learning, Socratic seminars, project-based learning (PBL), collaborative group work, and differentiated instruction. Particularly in STEM and humanities classes, there is strong evidence of student-led inquiry and reflective dialogue. Several teachers are also incorporating culturally

relevant pedagogy and equity-minded practices, such as scaffolding and flexible grouping, to ensure access for English learners and students with IEPs.

C2.2 Student Voice and Agency

Student voice and agency are strengths within the school. Focus group feedback and classroom observations confirm that students feel heard and valued, and formed positive relationships with their peers and staff. In elective classes and clubs, students report being able to select research topics and co-create outcome measurements, supporting ownership of their learning. While there are strong examples of voice and agency, particularly in upper-grades and AP courses

C2.3 Digital Learning and Problem Solving

THS effectively integrates digital tools such as Google Classroom, Desmos, Jamboard, PhET simulations to enhance instruction and foster real-world problem-solving. Students are given frequent opportunities to use these tools for research, collaboration, and content creation. For example, in science and engineering classes, students use modeling software to simulate real-world scenarios and test and print design concepts. Students are not only consumers of technology but also creators, demonstrating digital literacy and critical thinking. Staff indicated that they would like more focused professional development in emerging tech tools, AI, PBL, and universal design for learning (UDL) which will expand access and engagement for all learners.

C2.4 Career Preparedness and Applied Learning

Teachers across some disciplines integrate applied learning into instruction. Through the school's project-based culture, students engage in interdisciplinary tasks that mirror real-world challenges. For example, the senior capstone project requires students to synthesize knowledge across content areas and present solutions to authentic problems. The counselor has partnerships with local industry partners and sends out newsletters to expose opportunities for apprenticeships and career pathways. However, the committee encourages the school to integrate college and career connections across all subject matter, particularly for students underrepresented in STEM and college-going cultures, to ensure equitable access to all career-readiness experiences and industry certifications.

Student-Centered Instruction through a Variety of Strategies and Resources **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee rates this criterion as Effective based on evidence that Technology High School implements a wide range of instructional strategies and learning resources designed to support student-centered teaching practices. Teachers create dynamic learning environments where students are encouraged to engage deeply with content, collaborate with peers, and apply their learning in meaningful ways.

Classroom observations revealed consistent use of instructional practices that promote student agency, voice, and inquiry. These included project-based learning, hands-on experimentation, differentiated instruction, peer feedback, and technology-enhanced collaboration.

All subgroups interviewed stated that curriculum could be bolstered to meet the diverse needs of learners, including English learners and students with IEPs, through scaffolds, choice. The use of on-going formative assessment data to guide instruction and standards mastery was not discovered by the visiting team and was noted as an area of inconsistency in practice by staff.

Students benefit from high expectations and opportunities to self-assess their progress using e digital tools such as Google Classroom and interactive simulations. These resources help foster metacognition, reflection, and a sense of ownership over their learning.

Technology integration across classrooms is purposeful and enhances instruction through virtual labs, online discussion forums, and digital portfolios. Students are frequently asked to solve real-world problems using both academic and technical skills—supporting college and career readiness in line with the school's STEM-focused mission.

While there is substantial evidence of effective and innovative practice, the Visiting Committee notes that continued professional development and collaboration among staff will further integration and strengthen consistency in the delivery of student-centered instruction across grade levels and content areas. Targeted efforts to ensure that all students—particularly those from underrepresented groups—consistently experience these high-impact strategies will support the school's goal of increasing equitable outcomes.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Teachers implement a variety of instructional strategies aligned with evidence-based best practices.
- Effective integration of digital tools that promote collaboration and critical thinking.
- Alignment between instruction and college/career readiness through interdisciplinary projects through Project Lead the Way curriculum.
- Student work reflects high levels of rigor, engagement, and alignment to college and career expectations.
- Students demonstrate a clear understanding of learning goals and performance standards.
- Students engage in interdisciplinary, project-based, and real-world learning experiences.
- Integration of project-based learning (PBL) across multiple disciplines.

- College and career readiness activities happen through counseling/advisory, college fairs, and guest speakers from industry professionals.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Ensure consistency in the implementation of common performance standards and equity strategies across all classrooms.
- Create common scaffolded supports to effectively support equity and access for all learners.
- Expand targeted support for subgroups who may benefit from more structured interventions or extensions.
- Absorb and integrate "essential skills course" across all subject areas that encourage ongoing personalized, goal-setting, academic ownership, and CTE pathway achievements
- Expand experiential learning opportunities outside the classroom by strengthening local partnerships for internships, job shadowing, and mentorship programs.
- Integrate career connections and industry related skills across all courses and allow for opportunities to earn industry certifications.
- Strategically develop, strengthen, and implement CTE pathways while articulating aligned higher education courses in partnership with Santa Rosa Junior College.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The THS self-study report provides multiple data points, narratives, and stakeholder reflections that affirm the school's strong commitment to student-centered instruction and academic rigor:

1. **Use of Evidence-Based Instructional Strategies:**
   The self-study documents that faculty members engage in project based learning and flipped classroom model the visiting committee walk-throughs reflect the integration of these strategies schoolwide. Through the visiting committee's interviews some teachers articulated clear use of project-based learning (PBL) strategies that encourage inquiry, collaboration, and student choice within some subject areas. Examples included integrated instruction across Physics and Algebra I and government simulations that engaged diverse learners. These instructional strategies align with best practices and promote real-world relevance, academic rigor, and collaborative learning. However, the committee noted a need for more structured discussions around instructional effectiveness and consistent implementation of these strategies across all departments.

2. **Student Voice and Choice:**
   Student reflections and focus group responses highlight opportunities for choice in project topics and group collaboration especially in clubs and eclectic courses. For instance, students referenced their ability to design experiments, pursue independent research projects, and select presentation formats as examples of personalized learning experiences.

Through the visiting committee's interviews staff shared examples of incorporating student feedback to refine lessons, particularly in AP and elective courses. Students are often allowed to choose project topics and formats for demonstrating their learning, which promotes agency, engagement, and personalized learning. This culture of voice and choice reflects the school's philosophy of empowering students to take ownership of their academic journey.

3. **Effective Technology Integration:**
   Teachers utilize a range of digital tools including Google Suite, Desmos, and 3D printing tools to enhance engagement and critical thinking. The reports examples of students using digital platforms to simulate engineering design processes and analyze real-world data sets in science classes. The visiting committee witnessed student created battle robots in action and listened to students reflect on their designs. These tools are particularly valuable in STEM and design-oriented coursework and represent a strength in instructional delivery. The direct observations of the visiting committee that students were using interactive simulations to support active engagement and real-time collaboration.

4. **College and Career Readiness Alignment:**
   The self-study outlines the role of senior capstone projects, interdisciplinary PBL units, and advisory programs as mechanisms for preparing students for postsecondary pathways. Guest speakers, college workshops, and cross-disciplinary challenges further bridge academic content with career and life skills. Teachers described the desire to further connect classroom learning to CTE pathways through interdisciplinary projects, and student choice aligned with personal interests. Administrative support for interdisciplinary planning and career-aligned PBL was evident, although opportunities exist to deepen consistency in how these strategies connect to formal college and career exploration and CTE pathway development.

5. **Student Understanding of Learning Goals:**
   The self study indicates that learning targets are visibly posted, discussed regularly, and supported by rubrics and exemplars. Student surveys confirm that learners understand expectations and know how to monitor their own grades. The committee found that learning goals and performance metrics are not consistently applied across all subject areas. Staff reported variability in grading practices and a lack of schoolwide calibration around expectations, which may impact how effectively students monitor their own progress and skill mastery vs course grade.

6. **Project-Based Learning Across Disciplines:**
   The school's project-based learning—is highlighted as a unifying thread across multiple departments. The report includes examples of interdisciplinary projects such as combining physics, math and art for product design, or history and ELA for social justice exhibits. The visiting committee witnessed a strong culture of PBL at Technology High School, supported by student engagement and administrative encouragement. Teachers expressed a desire to

expand interdisciplinary teaching, and some cross-curricular models are already in place. Staff emphasized the importance of more structured on-going collaboration time to develop interdisciplinary units. Currently, limited professional development days and lack of common planning time restrict this potential.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Visiting Committee Comments

Technology High School is in the early stages of developing a system to use assessment data effectively and equitably to inform instruction and guide schoolwide improvement. While isolated practices for collecting and analyzing student data are in place, the Visiting Committee found that the school lacks a comprehensive, schoolwide on-going assessment system. There is currently no consistent use of common rubrics, agreed-upon performance metrics, or aligned schoolwide assessments across all departments. As a result, there is limited evidence that assessment practices are used systematically to inform equitable instructional decisions or drive schoolwide change.

D1.1 Professionally Acceptable Assessment Process

Teachers at Technology High School utilize a variety of assessment tools—including standardized tests (CAASPP, AP), classroom-based formative and summative assessments, and project-based assignments—to measure student performance. Data is occasionally shared with stakeholders through school meetings. Digital platforms such as PowerSchool and Google Classroom, offer access to grades and assignment tracking but consistency and accuracy vary across teachers based on parent and student focus group feedback. The Visiting Committee also found that these practices are not implemented consistently across departments. The absence of common school wide assessments, agreed-upon rubrics, and structured data conversations limits the school's ability to use assessment data equitably and effectively.

D1.2 Basis for Determination of Performance Level

Grading expectations vary widely across classrooms. Teachers use different approaches—including points-based grading, participation, standards-based elements, and assignment completion—which creates inconsistencies in how student performance is evaluated. While there are initial efforts to develop a shared language and begin alignment, the Visiting Committee found that these efforts are still in their infancy. Students and parents expressed confusion about grading criteria, reinforcing the need for clearer, schoolwide calibration of performance levels.

D1.3 Assessment of Program Areas

There is some evidence that assessment data has influenced targeted programmatic changes. For example, AP and CAASPP data have informed curricular adjustments in ELA and math, and student survey data has contributed to wellness and advisory program design. However, these changes are not yet part of a cohesive, data-driven schoolwide improvement system. The lack of

ongoing standards-based assessments and follow-up mechanisms across departments limits the school's ability to monitor the impact of instructional or programmatic shifts.

D1.4 Schoolwide Modifications Based on Assessment Results

The Visiting Committee noted a developing relationship between the site administration and district leadership around the use of data to inform SPSA and LCAP goals. While there are examples of data influencing some site-level decisions—such as restructuring math support—the committee found limited evidence of a schoolwide culture of data-driven decision-making. Specifically, the school lacks consistent structures for data collection, regular PLC engagement in data review, and instructional adaptation based on data. The absence of documented structured follow-up and iterative evaluation further impedes the school's ability to demonstrate impact and effectiveness.

Reporting and Accountability Process **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee assigns a rating of Somewhat Effective based on evidence that Technology High School is in the early stages of developing a new cohesive, schoolwide approach to assessment and data use that supports high achievement for all students. While both formal and informal assessment tools are utilized—including CAASPP, AP classroom-based formative tasks, and project-based assessments—these practices are not applied consistently across departments or systematically used to inform instruction schoolwide.

The Visiting Committee found that while some educators use classroom assessments to adjust instruction and provide targeted support, these efforts vary widely by teacher and department, this was also equated to revolving high staff and administrative turnovers. There is limited evidence of structured, ongoing data analysis cycles or a schoolwide framework for assessing student progress against common benchmarks. The absence of unified rubrics, consistent grading criteria, and common performance expectations presents a barrier to equity and transparency in student evaluation.

Though digital tools such as PowerSchool and Google Classroom provide families and students with access to grades and assignments, the timeliness and consistency of these updates are inconsistent. Stakeholders, including students and parents, reported a need for clearer communication around grading policies and expectations.

While the school has begun using disaggregated data to examine subgroup performance and inform interventions in areas such as ELA and math, this work is still developing. There is also a noted lack of formal structures—such as PLCs or data-driven decision-making cycles—that ensure assessment data leads to ongoing instructional improvement. Additionally, there is

limited evidence of monitoring the effectiveness of implemented changes or using assessment data to guide programmatic shifts in a systematic, schoolwide manner.

To progress toward an Effective rating, the school must develop and implement a unified assessment system, establish shared grading and rubric expectations, and formalize structures for reviewing and responding to data. Strengthening these systems will ensure that assessment practices are equitable, consistent, and aligned with schoolwide goals for continuous improvement.

D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress

Visiting Committee Comments

Technology High School demonstrates an emerging culture of on-going assessment that reflects the school's commitment to high academic standards and student-centered learning. Teachers use a variety of assessment strategies to evaluate student growth and increasingly leverage data to refine instructional practices. While many strong systems are in place, the Visiting Committee observed that greater consistency across departments and more formal structures for progress monitoring will further elevate student achievement.

D2.1 Monitoring Student Growth

Teachers at Technology High School use multiple assessment methods—both formative and summative—to monitor student progress. Classroom observations and lesson plans confirm the use of daily checks for understanding, exit tickets, collaborative peer reviews, and project-based learning tasks.

The self-study notes the use of district-developed common assessments in core subject areas, as well as department-created performance tasks aligned with standards and the school's graduate profile. Students' work products, projects and clubs, serve as robust evidence of their growth in critical thinking, problem-solving, and communication.

However, the Visiting Committee found that while student grades are monitored, there are varying levels of documentation and follow-through across departments. Opportunities exist to strengthen vertical articulation and ensure that data collected is consistently analyzed and acted upon in PLCs to support equitable learning outcomes for all students.

D2.2 Teacher and Student Feedback

The Visiting Committee observed that teachers provide constructive feedback. Students confirmed during focus groups that feedback is frequent, relevant, and often offered through written comments, grades, and peer critiques. This supports students in understanding their progress and adjusting their learning strategies accordingly.

Teachers at Technology High School are increasingly using student feedback to inform instructional planning. The self-study highlights how student surveys and advisory reflections have led to adjustments in pacing, assignment format, and workload in some courses. Moreover, student voice is evident in project-based learning, where learners have choice in how they demonstrate their knowledge and receive iterative feedback before final submission.

Still, feedback mechanisms vary by teacher and department. The Visiting Committee encourages school wide collaboration to adopt more consistent feedback protocols and ensure that all students benefit from actionable and equity-centered guidance that enhances their learning.

D2.3 Demonstration of Student Achievement

Teachers use a range of tools and data points—including quiz and test results, essays,, lab reports, and presentations—to assess learning outcomes and adjust instruction. The school's project-based learning (PBL) model supports performance-based demonstrations of learning that reflect real-world skills. For example, students complete design challenges in engineering courses and community-focused presentations in humanities, both of which require critical application of content knowledge.

The self-study cites examples of departments refining units based on student outcomes. For instance, ELA teachers adjusted curriculum pacing and mini-lesson topics based on performance trends on writing benchmarks. Similarly, the math department has used item analysis on assessments to target reteaching and intervention sessions.

While individual teachers and departments are effectively using data to inform instruction, the Visiting Committee noted a need for more structured collaboration across grade levels and content areas to support a schoolwide system of continuous instructional improvement. Creating protocols for sharing and analyzing student achievement data can help unify instructional responses and further support students was also a desired expressed by staff and parent groups.

Using Student Assessment Strategies to Monitor and Modify Learning Progress **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee rates this criterion as ***Effective*** *based on consistent evidence that Technology High School employs a variety of student assessment strategies to monitor learning and inform instructional practice. Teachers utilize both classroom based formative and summative assessments to evaluate student progress, provide feedback that support high levels of achievement.*

Classroom observations, student focus groups, and documentation in the self-study confirmed that teachers regularly use classroom based formative tools—such as exit tickets, quizzes,

peer evaluations, and digital platforms like Google Forms—to assess understanding in real time and adjust lesson pacing or group configurations accordingly. Summative assessments, including interdisciplinary projects and performance tasks, are designed to measure deeper conceptual understanding and application of knowledge.

Feedback is provided through multiple formats, including rubric-aligned comments, digital annotations, and in-person conferencing. Students reported that they receive meaningful feedback that helps them improve and feel confident in meeting learning goals. In many classes, teachers incorporate opportunities for revision and resubmission, which supports a growth mindset and continuous learning.

Teachers also use assessment results to identify learning gaps and adjust instructional strategies. For example, CAASPP and AP data has led to refinements in pacing guides, implementation of Math Support classes, and literacy skill-building across disciplines. While feedback and data use are generally effective, the committee noted some variation in consistency between departments and among individual instructors.

The school is actively working toward a more equitable and standardized approach to assessment. The self-study outlines growth areas such as strengthening data use across PLCs, developing shared rubric language, expanding opportunities for student self-reflection, and enhancing differentiation strategies to better support neurodiverse learners.

Overall, Technology High School demonstrates a well-established foundation for using assessment to support instructional decision-making. With continued refinement and greater cross-departmental alignment, the school is positioned to deepen its culture of assessment and ensure all students are meaningfully supported in their academic growth.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Frequent classroom based formative assessments allow for real-time instructional adjustments.
- Cross-departmental collaboration on assessment strategies improves consistency.
- Targeted intervention programs (Math Support, Tutoring, Credit Recovery) address student learning gaps.
- Use of diverse and authentic assessment strategies to measure student learning.
- Effective integration of feedback cycles through digital platforms and personal conferencing.
- PBL tasks aligned with schoolwide outcomes, standards, and college/career readiness.
- Teachers respond to student data by adjusting instructional pacing and strategies.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Strengthen the consistency of feedback and data use across all departments.
- Formalize cross-departmental systems for sharing and responding to assessment data.
- Expand professional development on equitable assessment practices and student metacognition.
- Increase alignment between assessment strategies and the continuous monitoring of subgroup performance.
- Strengthen differentiation strategies based on assessment data to meet the needs of neurodiverse learners.
- Expand student-led reflection on assessments to build self-efficacy in learning.
- Develop schoolwide alignment in rubric language and grading practices to ensure equity.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Areas of Strength

1. **Frequent formative assessments allow for real-time instructional adjustments** Teachers use exit tickets, digital quizzes (Google Forms), and in-class check-ins to assess understanding and adapt instruction accordingly. These strategies were emphasized in both classroom observations and teacher narratives. Parents shared that many students receive timely feedback and feel supported by peer-to-peer tutoring groups, particularly in preparation for projects and exams.

2. **Cross-departmental collaboration on assessment strategies improves consistency** Review of AP score trends has prompted cross-departmental collaboration on assessment strategies to improve instructional consistency and alignment. The self-study highlights how PLCs and department meetings have been leveraged to analyze AP results alongside leading to shared conversations about instructional pacing across departments and grade levels. This collaboration has begun to foster more consistent assessment practices schoolwide. The direct observations of the Visiting Committee confirmed these efforts through evidence of interdepartmental dialogue and a shared commitment to improving student outcomes based on performance data.

3. **Targeted intervention programs (Math Support, Advisory) address student learning gaps.** Data-informed Math Support classes and structured Advisory sessions were highlighted as key tools for closing achievement gaps and providing time for reteaching and student conferencing. Parents referenced student access to support programs like peer tutoring and the value of advisory as a system for touchpoints, although they also noted that additional district-level support would be beneficial to expand these efforts.

4. **Use of diverse and authentic assessment strategies to measure student learning** Teachers incorporate PBL, interdisciplinary performance tasks, lab reports, and multimedia presentations to assess learning in authentic ways. Families noted the school's use of performance-based assessments such as projects, presentations, and lab-based work, particularly in STEM-related subjects, as a strength. These strategies resonate with students and reflect real-world applications.

5. **Effective integration of feedback cycles through digital platforms and personal conferencing.** The self study references how teachers use Google Classroom, and individual student-teacher conferences to provide timely and personalized feedback that supports academic growth. Parents appreciated the digital platforms such as PowerSchool and Google Classroom for tracking progress, and many shared that they feel comfortable reaching out to teachers when concerns arise.

6. **Performance tasks aligned with schoolwide outcomes, standards, and college/career readiness.** Families emphasized that students are academically prepared for postsecondary education and that project-based learning helps them develop essential skills in time management, presentation, and academic independence.

7. **Teachers respond to student data by adjusting instructional pacing and strategies.** Examples within the self study from Science and Math departments showed how benchmark and formative assessment data were used to modify units, re-teach content, and how to refer students for further targeted support. Some parents reported seeing their children placed into appropriate courses based on placement scores and classroom performance. They noted that the school emphasizes academic excellence while adapting instruction when necessary.

Growth Areas for Continuous Improvement

1. **Strengthen the consistency of feedback and data use across all departments** Focus groups and teacher reflections noted variability in how feedback is delivered and how data is used to inform teaching. The self-study acknowledged the need for more uniform data practices. Parents expressed concerns that not all teachers enter grades into PowerSchool in a timely or consistent manner, making it difficult to monitor progress. This inconsistency undermines family engagement and student accountability.

2. **Formalize cross-departmental systems for sharing and responding to assessment data.** While PLCs are in place, the self study articulates there is no formal structure ensuring that best practices from one department are routinely shared and implemented schoolwide While some parents felt confident in individual teacher communication, there was no evidence of a cohesive, schoolwide approach to assessment transparency. A more structured system would benefit students who may not be meeting standards.The use of IXL was noted to have success for THS special populations and could be expanded schoolwide.

3. **Expand professional development on equitable assessment practices and student metacognition.** The self study calls out this need directly, especially in supporting neurodiverse students and encouraging student reflection on learning. Parents noted that while their students are generally self-directed, additional support is needed for neurodiverse learners and students who struggle with self-advocacy. There was also a call for greater district investment in site based professional development.

4. **Increase alignment between assessment strategies and the continuous monitoring of subgroup performance.** The self study acknowledges that the disaggregation of data is happening inconsistently. The school is in early stages of developing CTE pathways. Parent feedback indicated that while support systems like peer tutoring exist, they are not always formally tied to assessment data.

5. **Strengthen differentiation strategies based on assessment data to meet the needs of neurodiverse learners.** Teachers noted the need for more tools and training to interpret assessment data in ways that support differentiated instruction and inclusive practices.

6. **Expand student-led reflection on assessments to build self-efficacy in learning** Student interviews highlighted that while feedback is provided, structured opportunities for goal-setting and reflection are not yet embedded in all courses. While students are encouraged to self advocacy, parents suggested that the school could do more to teach students how to reflect on their academic performance and take ownership of their learning through structured data talks.

7. **Develop schoolwide alignment in rubric language and grading practices to ensure equity.** The self-study and teachers discussed inconsistent grading policies and rubric terminology as areas where clarity and alignment are needed, particularly to improve communication with students and families. Parent comments reflected variability in grading approaches among teachers. A schoolwide rubric system would provide clarity and promote fairness for students and families alike.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Visiting Committee Comments

Technology High School exhibits an ongoing commitment to engaging families and community members, particularly through formal structures like the Parent-Teacher-Student Association (PTSA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). While these structures support some degree of family involvement, there are notable areas where the depth and cultural responsiveness of engagement strategies could be strengthened to better serve a diverse school community.

E1.1 Strategies and Processes

The school facilitates involvement through regular newsletters, email communications, and advisory council meetings. However, outreach methods remain largely traditional and are not consistently inclusive of non-English speaking families or those from marginalized cultural groups. Evidence suggests a reliance on digitally literate and already-engaged families, with limited multilingual or community-based outreach to bridge engagement gaps. Community partnerships are not yet leveraged to enrich classroom learning or offer extended support services.

E1.2 Inclusive Cultural Understanding

While there is recognition of the importance of diversity, inclusive cultural understanding is still in a developmental stage. Instructional materials and schoolwide activities do not consistently reflect the cultural backgrounds of the student body. There is limited integration of culturally responsive pedagogy or community cultural wealth in classroom practice. Opportunities exist to engage families as partners in curriculum relevance—particularly in science, engineering, and career pathway programs.

E1.3 Rapport and Trust

Technology High School maintains a generally positive rapport with its student body and a segment of engaged parents. Staff are described as approachable, and leadership is viewed as committed to student success. However, families from linguistically diverse or lower-income backgrounds report barriers to feeling fully included in school decision-making or activities. The absence of routine translation, accessible meeting times, and proactive outreach affects trust and mutual understanding with these groups.

Family and Community Involvement **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School has demonstrated a foundational commitment to family and community involvement through established structures such as the PTSA, School Site Council (SSC), and English Learner Advisory Committee (ELAC). These groups provide regular opportunities for

parental input and participation in school governance. However, the depth and breadth of culturally sensitive and inclusive engagement strategies remain limited, and there is a clear need for intentional, equity-centered efforts to broaden access and relevance to all families, particularly those from historically underrepresented communities.

The school communicates regularly with families through digital platforms and newsletters, but most communication is in English, and multilingual outreach is inconsistently implemented. In-person engagement opportunities, including parent education nights or culturally inclusive events, are not yet systematic or widely attended. As a result, family involvement tends to be concentrated among those who are already well-connected to the school and familiar with educational systems, rather than reflective of the full demographic diversity of the student body.

While school leadership expresses a strong belief in equity and inclusion, this commitment is not yet fully integrated into instructional practices, curricular decisions, or community engagement activities. The current academic focus, rooted in STEM excellence, would be significantly enriched by the incorporation of diverse cultural perspectives and real-world applications that affirm student identity and bring in broader community narratives.

Positive student-teacher relationships are a hallmark of the school culture, and many students report feeling seen and supported. However, families from linguistically or socioeconomically diverse backgrounds still encounter barriers to participation, including language access, transportation issues, and a lack of culturally relevant engagement. Trust-building with these communities appears to be largely informal and episodic, rather than embedded in a comprehensive engagement plan.

In summary, Technology High School has established a solid structural foundation for stakeholder involvement but must now move toward a more culturally responsive and inclusive model of family and community engagement. Strategic action in this area will deepen community trust, enhance cultural understanding, and ensure that all families are valued partners in student learning and achievement.

Visiting Committee Comments

Technology High School provides a safe, student-centered learning environment grounded in strong academic values and a STEM-focused mission. The leadership team fosters a professional culture that values academic achievement and supports continuous improvement, although there remain areas for development in inclusive practices and student wellness supports.

E2.1 Policies and Resources

Technology High School maintains clear policies and allocates resources that support a safe and structured learning environment. The school provides students with access to counseling services, academic support, and internet safety protocols. The physical environment is clean and orderly, and the school implements safety procedures in alignment with district policies. However, the Visiting Committee observed that ongoing evaluation of resource effectiveness and student access—particularly for underrepresented or at-risk populations—would further enhance the nurturing aspects of the learning environment.

E2.2 Trust, Respect, and Equity

Staff and students report positive relationships across the campus, with students noting that they feel supported by their teachers and school leadership. There is a strong student-centered culture where individual needs are acknowledged, and teachers show genuine concern for student well-being. Despite this, the systematic integration of equity-focused practices remains an area for growth. While high expectations are communicated, additional support may be needed to ensure all students—especially those from historically marginalized backgrounds—can meet those expectations equitably.

Social-emotional learning (SEL) is supported, and restorative practices are being explored, but a schoolwide, data-informed SEL framework is not yet fully established. Staff were not provided training in the current or previous SEL programs, making it difficult for it to be implemented with fidelity. Students report varying levels of connection and support based on background and individual needs, suggesting a need for more targeted interventions.

E2.3 School Culture

The school culture is generally described as inclusive, respectful, and academically focused. Professionalism among staff is evident, and collaboration occurs through formal and informal structures. However, the schoolwide culture of equity and inclusion is still maturing. While most staff express a commitment to equity and social justice, not all programs or instructional practices fully reflect that commitment in action.

There is evidence of teacher collaboration and efforts toward continuous improvement, but these efforts could benefit from more intentional structures for reflecting on equity data, bias, and inclusive teaching strategies. Trust between stakeholders—staff, students, and families—is growing, but outreach and engagement with underrepresented families remain inconsistent.

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School has established a culture that is student-centered, academically rigorous, and grounded in respectful relationships. The leadership team is committed to continuous school improvement and fosters an environment where students feel generally safe, supported, and challenged. Policies and structures are in place to promote a nurturing learning environment, including access to counseling, mental health resources, and academic support services. Safety protocols, including internet safety and digital citizenship, are clearly outlined and regularly communicated.

Despite these strengths, the Visiting Committee noted that the depth and consistency of implementation across student groups varies, particularly in relation to equity and access. While many students report positive interactions with teachers and feel cared for, students from marginalized or underserved backgrounds may not experience the same level of support or

connection. The school recognizes the importance of equity and inclusion, yet its practices and programming in these areas are still in early stages of development.

The culture of high expectations is evident in the school's strong academic focus, particularly within its STEM-aligned curriculum. However, equity in outcomes and differentiated support to ensure all students can meet these expectations has not been fully realized. Teachers and staff exhibit professionalism and collaboration, and there is a general tone of mutual respect across campus. Still, a more systemic approach to embedding inclusivity, anti-bias education, and social-emotional learning into the fabric of the school's culture would further enhance its ability to meet the needs of all learners.

In summary, Technology High School has laid a solid foundation for a positive and professional school culture. The next step in its growth will be to intentionally deepen its equity work, broaden access to nurturing supports, and ensure that all students—regardless of background—feel included, respected, and equipped to thrive both personally and academically.

Visiting Committee Comments

Technology High School demonstrates a strong commitment to academic excellence with a clear STEM-focused mission. The school provides various supports for student success; however, the implementation of a comprehensive and equitable multi-tiered system of support (MTSS) is still developing.

E3.1 Multi-tiered Support

The school offers some academic and counseling interventions for students in need, such as teacher-led tutoring, peer tutoring, and limited access to wellness support. However, these supports are largely reactive rather than part of a systematically implemented MTSS framework. There is limited documentation or data demonstrating consistent referral processes, intervention tracking, or the evaluation of effectiveness for Tier I, II, or III supports. While stakeholders acknowledged the presence of caring adults, there was consensus that additional training, staffing, and systems are needed to scale and coordinate interventions.

E3.2 Student Involvement

Students are actively involved in a wide range of STEM-related co-curricular activities, including robotics, science fairs, and advanced placement courses. These activities reflect alignment with the school's graduate profile and college/career readiness goals. However, participation tends to reflect more engaged or higher-achieving students, with fewer students from underrepresented backgrounds or those requiring additional supports taking advantage of these opportunities. Students who may have other responsibilities outside of school (such as work, taking care of siblings, or living far from campus), also have little access to these after school activities. There is room to broaden access and ensure that involvement opportunities are equitable and inclusive.

E3.3 Student Self-Advocacy

There is emerging emphasis on student self-advocacy through advisory periods, project-based learning, and individual counseling sessions. However, student interviews revealed a desire for more structured guidance in college/career planning, self-reflection, and life skills development. While some students thrive in self-directed environments, others—particularly those needing greater scaffolding—may benefit from more explicit instruction in metacognition, help-seeking behaviors, and planning for postsecondary pathways.

Academic, Social-Emotional, and Multi-tiered Supports **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School demonstrates a growing commitment to providing academic and personal support for students through a developing multi-tiered system of support (MTSS). While counseling services are available, the implementation of a comprehensive, schoolwide MTSS framework and targeted interventions remains in progress. Teachers and staff show dedication to supporting students, but formal structures for evaluating the effectiveness of academic and social-emotional interventions are still being refined. There is room for improvement in using data proactively and consistently to identify students in need of Tier 2 and Tier 3 supports and ensure interventions are timely and effective.

Students with identified learning needs, including those with IEPs and 504 Plans, receive individualized support services. However, the breadth of support for students with special talents, English learners, or those experiencing trauma or disengagement is more limited. Access to academic enrichment, gifted and talented programming, and extended learning opportunities could be expanded and better aligned with equity goals.

The school offers a variety of co-curricular activities and clubs, including STEM-related opportunities that align well with its mission. Many students are involved in extracurricular programs, internships, and community-based learning. However, participation tends to skew toward already-engaged students, and additional efforts may be needed to remove access barriers (e.g., transportation, awareness, cost, time conflicts) so all students can benefit from these experiences.

Students report feeling safe and supported, and some demonstrate strong self-advocacy skills, particularly in upper grades. However, the development of student voice, agency, and advocacy structures could be more intentional. Embedding social-emotional learning across all grade levels and providing opportunities for students to reflect on their identity, well-being, and future goals would help cultivate self-awareness and empower students to articulate and pursue their own learning and support needs.

In conclusion, while Technology High School provides meaningful academic and social-emotional supports to many students, systematizing and expanding these efforts through an equity-focused MTSS framework, intentional outreach, and inclusive practices will be critical

to ensuring that every student receives the support, voice, and opportunities necessary to thrive and prepare for college, career, and life success.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Students report feeling known, safe, and supported by staff. The school fosters a respectful and inclusive environment where positive relationships between students and adults are a priority.

- School leadership is described as approachable, supportive, and focused on student success, promoting a schoolwide culture of care and high expectations.

- The school's rigorous STEM mission promotes academic excellence and career-readiness, motivating students to engage in challenging coursework and collaborative learning experiences.

- The school expresses a strong philosophical commitment to diversity, equity, and inclusion and has taken initial steps to reflect these values in policies and professional development.

- Structures such as the PTSA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) provide opportunities for family input and community engagement.

- A variety of STEM-related clubs, competitions, and projects offer students enriching experiences that enhance college and career readiness.

- Teachers and support staff are proactive and caring, often going above and beyond to meet the academic and emotional needs of students.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Establish a clearly defined Multi-Tiered System of Support (MTSS) that addresses academic, behavioral, and social-emotional needs. Ensure consistent implementation, data tracking, and regular evaluation of intervention effectiveness.

- Expand outreach efforts to engage families from diverse cultural and linguistic backgrounds through translated materials, culturally relevant programming, and more

inclusive communication strategies.

- Identify and remove barriers to participation in academic and extracurricular programs, especially for English learners, socioeconomically disadvantaged students, students with disabilities, and those with special talents.

- Strengthen and integrate SEL into daily instruction and advisory systems. Increase access to counseling and wellness services, and provide regular opportunities for student self-reflection and emotional growth.

- Create structures that empower all students—particularly underrepresented groups—to articulate their needs, set personal goals, and actively engage in decisions about their learning and support plans.

- Use disaggregated student data to identify gaps in support and engagement. Regularly assess the impact of interventions and make data-driven adjustments to meet diverse student needs.

- Increase representation of diverse cultures and perspectives in the curriculum, co-curricular programs, and schoolwide events to better reflect and celebrate the school's student body.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- The self-study highlights Technology High School's mission-driven culture centered on STEM and student achievement.Multiple student focus groups reported feeling safe, respected, and supported by staff.
- Teachers described a collaborative culture and high expectations for student success.
- Leadership was consistently described as visible, approachable, and responsive to student needs.
- Observations confirmed a positive school climate with respectful teacher-student interactions and evidence of student collaboration.
- Minimal examples of culturally responsive pedagogy or differentiated SEL support were observed across classrooms. Parents acknowledged the need for more targeted SEL and mental health resources.
- The school's core values reflect inclusivity, trust, and equity, but implementation is still evolving—especially in culturally relevant curriculum and support structures.
- Parent surveys reveal a divide between actively involved families and those feeling disconnected due to language or logistical barriers.
- MTSS development is in progress but not yet formalized or applied schoolwide.
- The advisory system is in place but varies in effectiveness; staff shared inconsistent use of SEL curriculum or college readiness content.
- It notes structures such as SSC, PTSA, and ELAC, but acknowledges limited multilingual outreach and engagement from underrepresented families.
- Lack of consistent tiered intervention strategies were noted.

- Enrichment activities and STEM clubs are robust but participation data shows underrepresentation of specific student groups.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The Visiting Committee identified the following schoolwide strengths based on evidence provided in the self-study, stakeholder feedback, and documentation reviewed during the accreditation process. Each strength is supported by multiple data sources and aligns with the school's mission, vision, and student learner outcomes.

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1. Strong College-Going Culture and High Academic Achievement

- **Who:** Students across all grade levels, supported by teachers and counseling staff.
- **What:** A high percentage of students meet or exceed standards on CAASPP ELA (85%) and math (68%); over 99% meet UC/CSU A–G requirements; and a growing number of students (80%) score 3 or higher on AP exams.
- **Why:** This reflects a well-established academic culture that promotes rigor, college readiness, and student achievement through strategic course offerings, guidance, and instructional support.

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2. Robust STEM and Project-Based Learning Focus

- **Who:** All students participate in STEM coursework, particularly through the Project Lead the Way (PLTW) sequence.
- **What:** The school requires all students to complete a three-course PLTW engineering courses as a graduation requirement. Students also engage in projects through courses and co-curricular activities.
- **Why:** This requirement ensures consistent access to real-world, applied learning experiences that foster collaboration, innovation, and problem-solving skills aligned with the graduate profile.

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3. Expansion of VAPA and CTE Pathways

- **Who:** Students in grades 9–12, particularly those interested in the arts, media, and technical career fields.
- **What:** The school has introduced three new CTE pathways (Arts, Media & Entertainment; Architecture & Engineering; Agriculture & Natural Resources) and expanded its VAPA program to include music, drama, and visual arts.
- **Why:** These expanded opportunities support student voice and choice while promoting engagement and well-rounded development through access to creative and technical disciplines.

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4. Comprehensive College and Career Readiness Programs

- **Who:** All students, especially upperclassmen.
- **What:** The school uses Naviance, senior portfolio defenses, and internship programs to support postsecondary planning and readiness.
- **Why:** These systems provide structured experiences and guidance, helping students make informed decisions about college and career pathways.

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5. Small School Culture that Fosters Strong Relationships

- **Who:** Students, staff, and families.
- **What:** A low student-to-teacher ratio and consistent staff-student interactions contribute to a safe and supportive environment. Advisory and extracurricular opportunities strengthen personal connections.
- **Why:** This contributes to a sense of belonging and well-being among students, reflected in stakeholder surveys and retention data.

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6. Commitment to Continuous Improvement and Stakeholder Engagement

- **Who:** School leadership, faculty, students, and families.
- **What:** The school actively uses surveys, site council input, and professional development to guide reflection and adapt programs.

- **Why:** This culture of reflection and responsiveness ensures that the school adapts to evolving needs and remains aligned with its mission and learner outcomes.

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

The Visiting Committee concurs with the school's identified growth areas for continuous improvement, as outlined in its Schoolwide Action Plan and SPSA. These areas reflect the school's commitment to improving academic outcomes, ensuring equity, and strengthening instructional practices. Based on a synthesis of the self-study, data review, classroom observations, and stakeholder input, the Visiting Committee affirms the school's current focus areas and has also identified additional, specific growth areas to enhance student learning and well-being.

School-Identified Growth Areas

1. Strengthen Academic Support for Neurodiverse and Struggling Students

- **Who:** Students with IEPs, 504 plans, and those 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
- **Why:** A small but growing number of students require more personalized support to access rigorous curriculum; current systems are evolving but not yet consistently implemented across classrooms

2. 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

- **Why:** Students and families report confusion over inconsistent grading; aligned expectations will promote fairness and equity in assessment

3. Expand Experiential Learning Opportunities for All Students

- **Who:** All students, with a focus on underclassmen
- **What:** Grow internship programs, career exploration events, and capstone project integration
- **Why:** Students express strong interest in real-world learning; early exposure to practical experiences strengthens college and career readiness and student engagement

4. 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
- **Why:** Stakeholders report inconsistent implementation and unclear outcomes from Advisory; maximizing this time can support student well-being and academic planning

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Additional Growth Areas Identified by the Visiting Committee

5. Expand Equitable Access and Representation in Enrollment and Programs

- **Who:** School leadership and district office
- **What:** Refine outreach efforts to increase representation of underrepresented groups, particularly female-identifying students and students of color
- **Why:** Despite outreach efforts, female-identifying students remain a minority at ~35%; broader representation promotes equity, diverse perspectives, and inclusive school culture

6. Strengthen Systems for Monitoring Intervention Effectiveness

- **Who:** School counselors, intervention staff, and leadership

- **What:** Develop systems for tracking the implementation and outcomes of academic and behavioral interventions

- **Why:** While interventions exist, the school lacks a consistent system for measuring their effectiveness and making data-informed adjustments

7. Continue to Build Teacher Capacity in Supporting Diverse Learners

- **Who:** Teachers and school leaders

- **What:** Provide structured time and resources for collaborative planning and sharing strategies for differentiation and accommodations

- **Why:** Teachers report challenges supporting diverse learning needs; increased collaboration and targeted PD will improve instruction and inclusion

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Alignment with Action Plan

All seven growth areas align with or strengthen the current goals in the school's action plan, particularly around improving support for all learners, increasing instructional consistency, and enhancing postsecondary readiness. The additional growth areas identified by the Visiting Committee expand the school's efforts by emphasizing equity in access and deepening the implementation of systems that are still developing.

These targeted priorities will help Technology High School continue building on its academic strengths while ensuring that every student is supported, challenged, and prepared for future success.

Chapter 5: Ongoing School Improvement

Summary of the Schoolwide Action Plan / SPSA

Technology High School's Schoolwide Action Plan and Single Plan for Student Achievement (SPSA) focus on improving academic achievement, student engagement, and equity in access to learning. The plan prioritizes:

1. **Increasing achievement in mathematics**, especially among underperforming subgroups
2. **Strengthening student support systems**, including academic interventions, social-emotional support, and Advisory implementation
3. **Enhancing college and career readiness**, through expansion of internship programs, postsecondary planning tools (e.g., Naviance), and career exploration
4. **Fostering equity, diversity, and inclusion**, particularly in outreach, enrollment, and program access

The plan incorporates measurable goals, stakeholder input, and alignment with district LCAP priorities.

Evaluation of School Improvement Issues

Effectiveness of the Action Plan in Enhancing Student Learning

The Action Plan has led to clear progress in several areas. AP participation and performance have improved, with 80% of students scoring 3 or higher. CAASPP scores in English Language Arts remain strong, and targeted interventions in mathematics have resulted in modest gains. However, the need for deeper support for neurodiverse learners and continued work on instructional consistency remains evident. The action steps reflect a data-informed approach to addressing identified student learner needs.

Level of Commitment to Accomplish the Plan

There is strong evidence of schoolwide commitment to the Action Plan. Staff engage in regular data analysis, professional development, and collaborative planning tied to the plan's goals. Leadership, site councils, and PTSA contribute to ongoing monitoring. While some initiatives (e.g., Advisory implementation and intervention tracking) require further consistency, overall commitment across stakeholder groups is clear and purposeful.

Alignment with the LCAP

The SPSA is closely aligned with the district's LCAP goals, particularly in the areas of academic achievement, college and career readiness, and equity. For example, the expansion of CTE and

VAPA aligns with district priorities to diversify learning opportunities. Interventions targeting EL and socioeconomically disadvantaged students reflect shared accountability across district and site levels.

Follow-Up Process for Monitoring and Implementation

Technology High School demonstrates a sound follow-up process for monitoring implementation. The leadership team, in coordination with teachers and advisory groups, reviews key performance indicators such as course grades, CAASPP data, AP scores, and stakeholder surveys. The SPSA is updated annually, and there is a structured process for using feedback to adjust or expand strategies. Some areas, such as progress tracking for intervention effectiveness and consistent application of accommodations, are in development and represent ongoing opportunities for strengthening implementation.

Conclusion

Technology High School's Action Plan and SPSA serve as effective frameworks for guiding school improvement. The school has made meaningful progress toward its goals and demonstrates a collaborative and reflective culture. Continued refinement of systems and consistency in execution will further support high levels of learning and well-being for all students.

The alignment of a long-range schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School's long-range Schoolwide Action Plan and SPSA are well-aligned with the school's identified areas of greatest need, as determined through data analysis and stakeholder input. The plan addresses key challenges such as improving mathematics achievement, increasing support for neurodiverse and struggling learners, strengthening instructional consistency, and expanding college and career readiness opportunities. These goals are clearly linked to measurable student learner needs and are supported by strategies grounded in evidence and best practices.

The Action Plan demonstrates thoughtful integration with district priorities and the LCAP, especially in the areas of equity, academic rigor, and student engagement. Schoolwide efforts, such as implementing tiered interventions, revising the Advisory structure, and expanding CTE and VAPA offerings, reflect a shared commitment to supporting all students.

While some systems—such as monitoring intervention outcomes and consistent delivery of SEL supports—are still in development, the Action Plan provides a clear roadmap for ongoing

improvement. The alignment between identified needs and planned actions indicates an intentional and cohesive approach to long-term student success.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Technology High School has outlined structures and intentions to implement and monitor its Schoolwide Action Plan/SPSA, and there is evidence of schoolwide commitment to improvement. However, the consistency and depth of implementation vary across programs and staff. While the leadership team engages in regular data review and stakeholders such as the School Site Council and PTSA are involved in the planning process, the monitoring of some key initiatives—such as intervention effectiveness, Advisory consistency, and accommodations for neurodiverse learners—remains limited or informal.

Collaboration and department meetings are used to discuss SPSA-aligned goals, but systems for tracking progress and adjusting strategies based on outcomes are still being developed. For example, while minimal math interventions are in place, there is no comprehensive system to evaluate their impact on student learning outcomes. Similarly, while the school has made progress in expanding academic and elective offerings, it lacks consistent structures to ensure equity and accountability in implementation.

Overall, while there is a clear understanding of priorities and strong intention from leadership and staff, the systems and practices needed to fully implement and monitor the action plan are not yet fully realized, warranting a rating of ***Somewhat Effective****.*

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership for Learning (A3)			X	
Qualified Staff and Professional Development (A4)			X	
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)		X		
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA			X	