TECHNOLOGY HIGH SCHOOL
MID-CYCLE PROGRESS REPORT

1801 E. Cotati Avenue

Rohnert Park, California 94928

Cotati Rohnert Park Unified School District

October 21, 2015

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Profile:

Technology High School is a regional magnet school focused on Science, Technology, Engineering, and Mathematics. As a public school within the Cotati Rohnert Park Unified School District, it provides a unique academic setting for students as it is located on the campus of Sonoma State University. While a majority of the students are drawn from Cotati-Rohnert Park Unified School District, there is a significant percentage drawn from districts throughout the North Bay. The school serves a broad cross section of students in grades 9-12 who have an interest in attending an innovative, small, project-based school. Students must possess a strong work ethic and be motivated to meet the expectation that upper division students will take SSU courses in lieu of, or in addition to, their required high school classes. School leadership takes advantage of the school's unique location by reaching out to serve pre-service teachers from Sonoma State University's credential program, and to collaborate with SSU instructors and students on various projects.

Graduates are prepared to enter post-secondary education and the work force as independent, critical thinkers, and decision-makers who recognize that learning is a lifelong process. To accomplish school goals and to support students in reaching learning outcomes, the staff develops, refines, and implements the following:

- Project-based learning environment,
- Integrated curriculum,
- Integration of technology,
- Maintenance of a small school culture, and
- Empowerment of students to manage their own learning.

Vision Statement

Technology High School, students, staff, parents and our community partners understand that it takes an exemplary effort to foster successful lifelong learning. All Technology High School community members have a voice and work together toward the development of the whole child; preserving their uniqueness while preparing them to be a productive, contributing member of our diverse society.

The community promotes high expectations for academic excellence through five tenets. Student achievement is accomplished through innovative, powerful project-based teaching and learning of the standards-based integrated curriculum in a safe, caring small school environment. Students are empowered to manage their learning through the use of technology tools. Instruction is personalized and differentiated based on the learning styles of the student. Students are assessed using multiple measures which help guide staff in supporting student achievement. Standards-aligned research-based instructional strategies are the focal point of the school's professional development program.

The Technology High School Expected School-wide Learning Outcomes, including Personal Integrity, Effective Communication, Citizenship and Global Responsibility, Critical Thinking, and Reflective Learning, are learning outcomes that provide the foundation for positive student behavior and are integrated throughout the school environment. Students are influential in how their school is run through the leadership program. Students are encouraged and nurtured by recognition programs, PTSA family events, engaged parents, a caring staff, dedicated volunteers

and many community partners. It is the vision of Technology High School that all students will contribute to our society, experience academic success, possess a strong sense of self-worth and leave the school with the attitude, skills, and knowledge to be critical thinkers, problem-solvers, and lifelong learners.

Mission Statement

Technology High School seeks to develop the talents of motivated students to become thoughtful and productive members of an increasingly global and 21st Century technological society. Technology High School offers a rigorous and innovative college-preparatory curriculum to ensure that, upon graduation, all students are indeed prepared for college and/or career.

Learner Outcomes

The academic courses of study will prepare students for college and work. Staff and students are actively involved in a dynamic curriculum design process in which students:

- Develop critical-thinking, teamwork, and problem solving skills
- Integrate information and skills from multi-disciplinary areas
- Develop interpersonal and intrapersonal skills vital for success in a postsecondary environment
- Develop innovative, inventive, creative, and risk-taking thought processes
- Develop lifelong learning skills required for a rapidly changing society, workplace, and world
- Utilize technology to access, organize, compile, analyze, create, and demonstrate new information.

Staff:

The THS staff includes one principal, one full-time office manager, one part-time school secretary, one full-time counselor, 12 full-time classroom teachers & 1 teacher having an 80% assignment. A psychologist, Speech and Hearing Specialist, and nurse are available on an as needed basis.

In the 2015-16 school year, THS offers 65 total sections as follows:

Section Totals	CSU/UC a-g	Courses
8	a	World History (10th grade); US History or APUSH (11th grade); Government, Economics, and **AP Government** (12th grade)
12	b	English 9, 10, 11; **AP English 11 English Language and Composition;** English 12 ERWC; **AP English 12 Literature & Composition.** The Expository Reading & Writing Curriculum (ERWC) is offered as a stand-alone course for seniors, while incorporating ERWC standards throughout all of our English courses.
12	c	Algebra 1, Geometry, Algebra II, Pre-Calculus; AP Statistics; AP Calculus.
7	d	Integrated Science II, III; Biotechnical Engineering
6	e	Spanish 1, Spanish 2, and Spanish 3.
2	f	Digital Photo & Yearbook; Digital Video & Drama.
15	g	Integrated Science I; Engineering I, II, III, IV
3	NA	Physical Education

I: Student/Community Profile Data –p3

Student Demographics:

The chart below shows THS enrollment (by ethnicity) information over the past ten years. Note that due to rounding, the total percentage for a given year may not add up to 100%.

Year	Total Students	American Indian % of enrollment	Asian % of enrollment	Pacific Islander % of enrollment	Filipino % of enrollment	Hispanic/Latino % of enrollment	African American % of enrollment	White % of enrollment	Multi % of enrollment
2005-06	218	1.8	6.4	.5	1.4	7.3	1.4	78.9	2.3
2006-07	231	1.3	5.6	0.0	0 .9	8.7	2.2	77.1	4.3
2007-08	228	2.2	5.7	0	1.3	9.2	3.5	74.1	3.9
2008-09	226	1.3	7.9	0	1.3	10	3.1	74.1	3.1
2009-10	220	1.36	7.73	.45	.45	12.73	2.73	71.82	.45
2010-11	203	1.5	7.4	.5	1.0	14.3	2.0	71.4	0
2011-12	215	1.9	9.8	0.5	1.9	12.6	0.5	69.8	0.5
2012-13	246	2.0	14.1	1.2	1.6	12.9	1.6	66.7	0
2013-14	252	2.0	11.1	1.2	2.8	12.3	2.0	68.7	0
2013-14 District	5911	1%	3.4	0.5	1.3	38.9	2.0	46.3	4.5
2014-15	300	2.0	13.0	1.0	2.3	13.3	2.7	65.7	0

- The Asian subgroup increased by 6.6%, more than doubling in relative size in the past 10 years; The Hispanic/Latino subgroup increased my 6%, nearly doubling as well. Significantly, the White percentage dropped by 13.2 in these same 10 years, from 78.9% to 65.7%.
- The band showing these same subgroup percentages for the district demonstrates that THS is trending toward district wide student subgroup representation.

THS Enrollment Totals

1. Increased overall enrollment:

- Prior to 2012, the facility limited the school population to a maximum possible of 60 students per grade level or 240 total students.
- In 2012-13 the district negotiated with Sonoma State University for three additional class rooms. This additional space allows the school to increase its population up to 90 students per grade level or a maximum of 360 students.
- The Graduating class of 2016 were 9th graders during the 2012-13 WASC review where it was reported this was the largest class to date at 74 freshmen. This is currently the smallest class in the school, having 71 students in the twelfth grade.
- 2015-16 opened with 344 students; 92 students in the 9th grade, 93 in 10th, 88 in the 11th, with 71 in the 12th grade.

This increase in population is due in part to the addition of the California Interscholastic Federation athletic program, which now offers athletic options for both genders at all three seasons of sport.

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2. Non District Enrollment:

Year	% of students who reside outside CRPUSD	Total Enrollment
2005-06	16%	218
2006-07	19%	231
2007-08	18%	228
2008-09	21%	226
2009-10	22%	220
2010-11	22%	203
2011-12	20%	215
2012-13	22%	246
2013-14	7%*	251
2014-15	22%	300
2015-16	9th = 26% 10th = 33% 11th = 19% 12th = 14%	344

This shows a 10 year annual trend from 16% to 22% of the total enrollment.

Current sophomore and freshman classes trend from 26% to 33% of the total enrollment.

*uncertain validity of data

Special Populations:

Year	Total Enrollment	F&R Meals	IEP	504	EL	RFEP
2012-13	246	18F (7%) 9R (4%)	5 (2%)	8 (3%)	4 (2%)	38 (16%)
2013-14	252	18F (7%) 9R (4%)	5 (2%)	11 (4%)	4 (2%)	40 (16%)
2014-15	300	26F (9%) 5R (2%)	5 (2%)	11 (2%)	5 (2%)	50 (17%)

The district supports the IEP and EL population with case management, guidance, and assessment support. However, there are **no specific support courses** offered @ THS due to the restricted space of the school on the Sonoma State campus.

The population of the above enrollment subgroups has remained fairly stable over the past several years. The slight increase in overall number of students is reflects n increase in overall population.

A challenging curriculum with limited support services require that teachers provide supports for all students with a variety of classroom accommodations. Additionally, a 'Response to Intervention' period is built into the schedule on Tuesday and Thursday of each week, where students can receive specific support in the core subject areas.

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3. Gender Enrollment Pattern

The chart below shows Technology High School enrollment (by gender) over the past 11 years.

Year	Total Students	Female %	Male %
2005-06	218	22.5	77.5
2006-07	231	30.3	69.7
2007-08	228	38.2	61.8
2008-09	226	38.5	61.5
2009-10	220	37.4	62.6
2010-11	203	36.9	63.1
2011-12	215	37.7	62.3
2012-13	246	38.6	61.4
2013-14	252	36%	64%
2014-15	300	37%	63%
2015-16	344	9^{th} = 40% 10^{th} = 40% 11^{th} = 36% 12^{th} = 43%	9^{th} = 60% 10^{th} = 60% 11^{th} = 64% 12^{th} = 57%

With an increased enrollment, the actual number of females has increased, but the gender imbalance has remained fairly stable since 2008. With an increased academic emphasis on STEM education in our feeder schools along with Technology High School's continual outreach efforts to attract a balanced enrollment pattern we hope to find this coming into greater balance as we move forward.

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STANDARDIZED TEST DATA:

Annual Performance Index: The following chart demonstrates the 2011, 2012, and 2013 API rates.

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-weighted 3-year Average API*	Weighted 3-year Average API*
Schoolwide	153	916	166	916	190	920	917	917
Black or African American	1		0		1			
American Indian or Alaska Native	2		4		5			
Asian	11	897	18	911	30	941	916	924
Filipino	2		2		4			
Hispanic or Latino	21	870	24	863	27	902	878	880
Native Hawaiian or Pacific Islander	1		1		1			
White	109	928	116	924	120	920	924	924
Two or more Races	0		1		2			
English Learners	11	838	10		13	886		
Students with Disabilities	11	908	8		10			

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupil's schoolwide and among significant groups.
- The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

The API score for Technology High School remained at a fairly consistent high level for all significant subgroups over the three year period from 2011 – 2013.

California Assessment of Student Performance & Progress (CAASPP)

The charts on the following page shows the preliminary results from the 2015 spring administration of the CAASPP.

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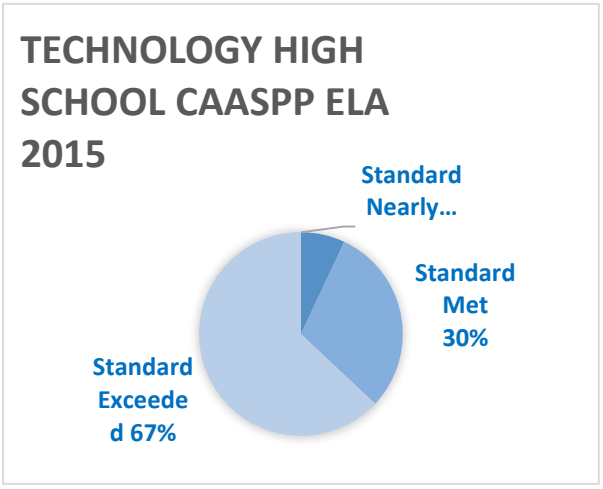

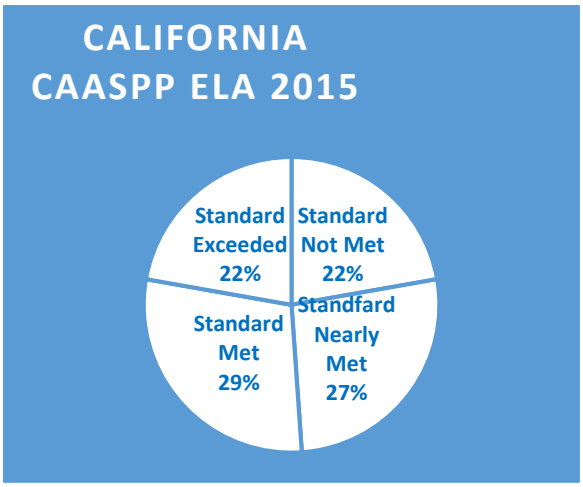

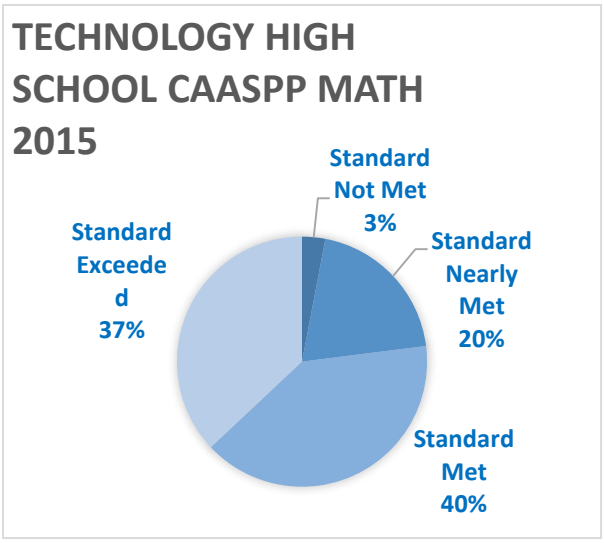

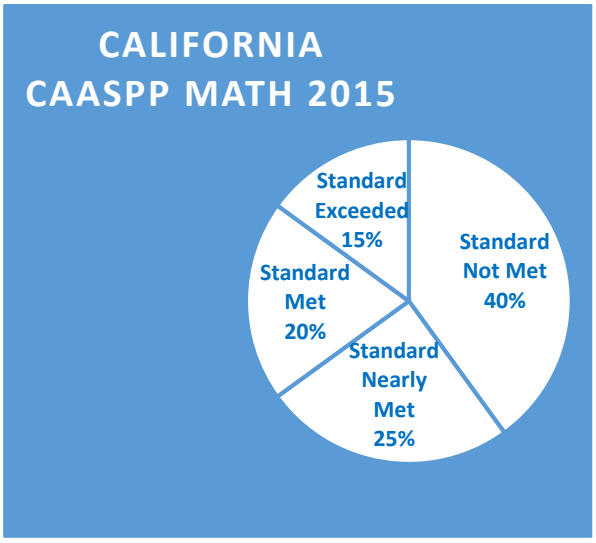

The CAASPP offers many challenges for our teachers and administration. The work to align curriculum to the CCSS as well as improving our overall access to appropriate technology will continue to dominate our efforts moving forward.

The positive CAASPP results are in part due to our effort in drawing upon the ERWC curriculum, inserting this into all of our English courses. We also feel very good about our efforts to align English and Math courses with the CCSS. However, we do recognize that the positive CAASPP results for Technology High School are equally due to the academic nature of our school and the student population present here.

Here is an excerpt from the Press Democrat (Santa Rosa newspaper) article:

"At Technology High in Rohnert Park, 93 percent of students that were tested this spring scored at or above proficiency levels in English and 77 percent did in mathematics, placing the school first and second among all Sonoma County schools in those categories."

http://www.pressdemocrat.com/news/4451772-181/fewer-sonoma-county-students-meet

II: Significant Changes and Developments

LEADERSHIP CHANGE: Technology High School experienced a change in leadership since the WASC visit in 2013. Dr. Mims left midway through the 2013 -14 school year. Superintendent Haley assumed leadership of the school through the balance of that school year. Mr. Robert Steffen was selected to lead the school beginning with the 2014-15 school year and continues in that capacity. This administrative change has facilitated a cooperative relationship between the two district high schools as Mr. Steffen served as the RCHS principal for the previous six years.

ATHLETICS: Technology High School now sponsors a full offering of interscholastic athletics. The Athletic Director leads the THS program as well as the Rancho Cotate High School athletic program. Coaches are drawn from THS staff as well as community members.

INCREASED ENROLLMENT: In the past three years, THS enrollment has increased by over 100 students. This is due primarily to the addition of CIF athletics. To accommodate this increase, three additional classrooms at SSU were acquired, giving the school a total of twelve (12) classrooms along with the Engineering lab, a computer lab, office and a staff lunchroom. As grade levels increase to the 90 student level, the facility will be at capacity with 360 students.

RESTRICTED SPACE: A high school located on the beautiful campus at Sonoma State University has many advantages where students benefit from the academic focus this location implies. However, this location also brings administrative challenges where space availability becomes the primary barrier to program expansion.

Responding to various facility restrictions, the following accommodations have been instituted in the effort to provide adequate learning spaces for our students:

- Physical Education: Due to SSU restrictions, THS moved its physical education program to Rancho Cotate High School. Four days each week, students take the 10 minute walk to RCHS and return following their PE offering. On Wednesdays, the program remains on the THS campus where students receive Health Education.
- VISUAL ARTS: THS offers two courses that meet the 'f' requirement (visual arts): Digital Photography and Digital Video. These were selected as they fit into the theme of Technology High School.
    - Students interested in pursuing other visual and performing arts offerings either enroll in RCHS courses or at Santa Rosa Junior College for these courses.
- AVID as well as Remediation and Credit recovery courses are not offered on the THS campus. Students seeking the benefit of these offerings are guided toward programs on the RCHS campus or toward approved online offerings.

II: Significant Changes and Developments –p2

SUPPLEMENTAL COURSE OFFERINGS:

- A BIOTECH Science elective meeting the science lab ('d') requirement has been established at THS.
- THS now offers Advanced Placement courses in English and History, in addition to Math.
- Santa Rosa JC has embraced the community classroom concept and has offered courses in Computer Science on the THS campus over the past two years.

RTI MODEL: Twice weekly, the bell schedule accommodates an Academic Support (ASC) period aimed to provide an opportunity for under achieving students to get support directly from teaching staff. This effort is also supported by the 'National Honors Society' and other top students.

BUDGET Improvements: Since the initial WASC visit in spring 2013, our community has supported two distinct and mutually supportive tax measures: A PARCEL Tax in support of instructional materials and technologies was followed up by a BOND Measure in support of our facilities and infrastructure. Additionally, the entire district has experienced a renaissance in the past several years, increasing enrollment district wide to provide a healthy financial base. THS continues to draw approximately 20% of its enrollment from outside the district which in itself provides a financial boon to the district. Technology High School has benefited from each of these measures to date, and is in que to receive additional support in these areas moving forward.

COLLABORATON TIME: Beginning with the 2014-15 school year, THS joined in a district movement to adopt an annual calendar and daily bell schedule that supports weekly collaboration time. A 'Late Start" Wednesday schedule was adopted, providing an hour (8:00 – 9:00) each Wednesday morning where teachers could meet and students did not begin class until 9:00. This time is utilized to provide an opportunity for monthly staff meetings; department wide and interdisciplinary articulation; staff training in technology, pedagogy, etc.; and student RTI discussions.

COMMON CORE STATE STANDARDS DEVELOPMENT: Over the past three years, the school district provided support for system-wide subject area and grade level alignment to the common core standards in English/Language Arts and Mathematics. The goal at the high school is for student learning to be assessed regularly by common benchmark assessments and related data analysis. In the subjects of math (Algebra 1, 2, Geometry) and English (grades 9, 10, 11).

To this end, the district has offered several days of staff development during the work year and over the summer for teachers centered on transitioning from the 1997 California Standards to the Common Core Standards.

DISTRICT TECHNOLOGY: The alignment of CCSS has been further supported by the district through the adoption of software programs aimed at facilitating the development of standards alignment, assessments and data analysis. The current software system is ENGRADE. The District also adopted QUICKSCHOOLS, a new student information system replacing AERIES.

III: Ongoing School Improvement

Beginning with a newly appointed principal for the 2014-15 school year, school leadership consisting of the department chairs, guidance counselor, and student activities director began regularly meeting with the principal to review and address our school plans. This group joined selected parents and students to make up our School Site Council. This body of school leaders provided input to the development of the district's Local Control Accountability Plan (LCAP), using this opportunity to compare the initiatives outlined in Tech High's Single Plan for Student Achievement (SPSA) as well as the 2013 WASC Goals.

This committee intentionally cross referenced the LCAP with SPSA while further analyzing our progress in meeting the WASC goals. Specific goals in the SPSA were brought into line with the WASC goals in an effort to align both plans for simplification in the plan monitoring process. All of these interrelated plans work together in support of curricular alignment to the Common Core State Standards.

As the SPSA plan was being reviewed, parents, students, and staff were led to reflect on the updated data as it related to the five goals from the WASC self-review in 2013.

- WASC goals one and two focused on aligning curriculum across all grade-levels in ELA and Mathematics within the scope and context of Common Core State Standards.
- Goal three aimed to create and implement benchmark assessments for ELA and Math.
- The fourth goal aimed to create academic support systems to assist struggling students.
- Goal five aimed to increase the Gender and Ethnic Diversity of the school so that it is a demographically equitable and accessible school.

As the school leadership team reviewed data and progress on these five goals, alignment with the SPSA was assessed as well. During the updates to the THS Single Plan for Student Achievement, these WASC goals became a focal point as it related to creating similar goals in the SPSA.

The consensus was that the five outlined goals from the original plan were being addressed in systematic and thorough manner by the school and district. While some goals were further developed at this point, there was movement toward successful implementation of all goals.

With this in mind, this leadership group prepared for the WASC mid-term review by focusing their attention on the WASC Visiting Committee's report outlining our guideline for 'Ongoing School Improvement' and 'Critical Areas for Follow-up' goal and action plan from the 2013 WASC review. These improvement suggestions and critical areas for follow up had all been addressed and incorporated in the current WASC plan.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

The WASC Committee in 2013 emphasized the following 6 Critical Areas for Follow-up:

1. Shift to CCSS should be guided by a coordinated professional development plan.

The district has taken on the lead in guiding all district schools to follow an aligned staff development plan. The Local Accountability Control Plan (LCAP) identifies specific areas of academic and environmental focus for all district schools. At the site level, the School Site Council has further developed the Single Plan for Student Achievement (SPSA). As mentioned previously, this plan was purposely aligned with applicable elements from the LCAP, and likewise with the 2013 WASC plan. Goals within these plans call for alignment of CCSS with courses in Math and English. All goals from these plans unite to form the overall focus of Tech High's professional development plan related to CCSS.

To further enhance the collaboration needed for CCSS implementation, a plan was designed to allow for weekly professional learning community development. We scheduled a 'late start Wednesday' each week where teachers met from 8:00 – 9:00, followed by a modified school day.

- In the first two years of this modified week plan, the district and teacher union were negotiating, and the actual implementation of a collaborative model for these Wednesdays was delayed. While the schedule providing an opportunity for collaboration existed, the time required for collaboration was beyond the negotiated work day. The only 'collaboration' that existed each month was time for a staff meeting and a department/curricular meeting. The balance of the Wednesday mornings provided teachers the opportunity to collaborate, but this would be on a voluntary basis.
- During the 2014-15 school year, the district negotiated with the local CTA to design a means for weekly collaborative meetings. THS leadership refined a 2015-16 school year bell schedule and calendar that was adopted at both Tech High and Rancho Cotate High Schools.
- Additionally, the two middle schools in our district rearranged their bell schedule to allow for Wednesday morning meetings. This cooperative innovation will allow for 6 – 12 secondary schools to collaborate regularly as we continue to align with CCSS.
- As the CCSS alignment and assessment effort continues in ELA and Math, we will use the weekly collaboration to collectively review curriculum and student performance at all district secondary schools.

2. As school develops benchmarks, they should be aligned to CCSS.

The District with support from The County Office of Education has led our staff in a variety of Common Core related trainings such as:

- Training in 'Rethinking Grading to Align to Common Core Standards'
- Training in 'Unpacking the Common Core Standards' with plans to present this at a future staff meeting.
- Training in Engrade has provided support in understanding the common core standards and aligning courses and assessments to the CCSS.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan –p2

- Training in the CSU's ERWC. THS implemented this course option for our seniors and integrated multiple lessons within our English classes at all levels.
- Training to provide courses in Advanced Placement US History, Literature and Composition, English Language and Composition, and American Government.

The district has provided CCSS and course alignment workshops over the past two school years and summers from 2013 to the present. Our school representatives in Math and ELA have provided leadership in this district wide effort.

- In 2013-14, the district adopted Illuminate data system to assist in the creation and implementation of benchmarks aligned to CCSS. In 2015-16, the district dropped Illuminate and adopted Engrade Data Systems, which we believe will more efficiently guide us in the further creation of benchmarks and assessments at each of these course levels.
- In 2015-16, the district adopted QUICKSCHOOLS and dropped AERIES as the central student information system. This decision was based in part on the proprietary regulations found in AERIES that made it difficult to utilize independent software that we felt was more useful that what the AERIES system allowed.
- In the 2015-16 year, we will continue the work of the past two years in creating and implementing benchmarks along with interim assessments aligned to the CCSS at the high school level in English 9, 10, and 11 as well as in Algebra 1, Algebra 2, and Geometry.

3. The school should continue to focus on equality and inclusivity in its outreach, recruitment, enrollment, and retention of new students.

DISTRICT EXPANSION: In 2013-14, the district re-opened a second middle school and a primary school and redefined a previous elementary school to offer a K-8 environment. This move to reopen and expand schools was among several that helped increase the overall district enrollment to the point that by 2014, the district experienced a positive enrollment flow for the first time in a decade.

This second middle school is located a lower socioeconomic area of the community, and chose the name Technology Middle School. It offers a project based environment to mirror the program at THS, providing this middle school population a linkage to Technology High School.

TECHNOLOGY HIGH SCHOOL EXPANSION: In 2013-14 the district negotiated additional classroom space at SSU and THS has continued to increase its enrollment over the past three years, with a current plan to offer approximately 90 seats at each grade level for a total of 360 student potential.

- The typical number of applicants for our Grade 9 exceeds the number of seats offered in each of the past two years. While we do filter for academic ability, this allows us to accept a wider range of student reflecting gender equity, cultural and socioeconomic diversity, and students having special needs.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan –p3

ATHLETICS: THS has continued to build the athletic program to incorporate a balance of sport offerings for both genders. The inclusion of Athletics likewise provided a connection for a group of students who otherwise would be seeking an athletic experience in another school setting.

COMMUNITY OUTREACH: THS leadership provides multiple opportunities for the community to visit our school, hear presentations of our strengths as well as what we are unable to provide.

- Our academic program offers several 'open house' events each year where classes or clubs provide the community (and prospective parents) a view of student academic work. Some examples are a Rube Goldberg Showcase; a History Project Showcase; a Science Fair Showcase; a CAPA Night in the fall as well as a Senior Projects Night in the spring where seniors demonstrate their leadership and creative abilities through a variety of mediums.

CO-CURRICULAR & SOCIAL ACTIVITIES: We offer 'clubs' to attract & retain students who otherwise may feel marginalized in a high school setting. Examples: National Honor Society, Gay Straight Alliance, Fearless Females, Interact, Dance Club, Robotics, and the Engineering Club.

4. School should consider expanding its definition of diversity to include not just gender and ethnicity but socio-economic status, special needs students, and English Learners.

As a *magnet school* we attempt to clearly define for parents and students the scope of the educational supports we can provide within our academic offerings and available classroom space. By identifying available services, we aim to be able to provide realistic supports to students who are willing and able to work to the best of their ability at attaining their academic goals.

Support for special academic needs: There are no classrooms available to provide unique support services for students having special education or language development needs. Therefore staff must address needs within the regular classroom environment. Staff is able to provide for these students through accommodations such as preferential seating, increased time on assessments, negotiated homework deadlines, and a variety of technological supports. All students are expected to be enrolled in the school's core curriculum plan.

The school has adopted an RTI model offered within the regular day twice weekly to provide Academic Support and Enrichment to our students. This innovation began in 2013-14 and continues.

The district provides

- an Educational Specialist to help 'case manage' all students having IEP's and staff work closely with this specialist to accommodate learning needs of each individual.
- an English Learner assistant who is available to provide assistance as deemed necessary, as well as to administer the annual CELDT assessments.
- a school psychologist to support IEP students with assessments as well as individual counseling as needed.

All teachers possess a Cross-cultural, Language, and Academic Development (CLAD) certificate to support their instructional delivery in the regular classroom.

The district is currently offering a workshop series in Guided Language Acquisition Design (GLAD) training to representatives of our staff who will then provide workshops for the balance of our staff. This focus of this training is to support English Language Development needs in the general classroom. This training is ongoing through the 2015-16 school year.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan – p4

5. Consider ways to bring additional resources to the school to acquire and maintain updated technology for students' access and teacher instruction.

The district has benefited from an improved overall financial picture as well as with an increase in overall enrollment in this past year. The community supported the district with a local 'parcel tax' initiative in 2013 as well as a School Bond Measure that passed in 2014.

As a result, the district has initiated an aggressive plan to improve the availability of technology district wide. This involves a complete overhaul of the district infrastructure to support increased storage and wifi capacity, as well as to upgrade all teacher computing and presentation systems.

- The district Information Technology staffing has been rebuilt and leadership has been redeployed; Teacher and support staff have received 'administrative' rights to add programs and apps.
- THS currently has two (2) storage carts of 25 Chromebooks each for use in classrooms to supplement our computer lab as well as the technology that students bring to school.
- District level Career Technical funding has been used for materials to support our Engineering curriculum as well as the machinery in the Engineering Shop.
- THS benefits from a local Parcel Tax as it is used to support project based instruction as well as instructional technology.

6. Take advantage of increased enrollment to provide additional classes through thoughtful analysis of student needs.

Tech High students have access to the following academic programs:

THS Electives: Bioengineering; Digital Photography & Yearbook; Digital Video & Drama

Expanded Advanced Placement Courses: THS offers AP courses in English and History in addition to Mathematics.

Rancho Cotate High School: All classes are open to THS students. Students typically enroll in the RCHS music program; visual arts program; and some Advanced Placement science offerings.

SRJC Courses

- Evenings/Weekends during the school year on the SRJC campus.
- Summer Courses
- Concurrent enrollment in courses offered @ THS through SRJC's Community Outreach effort
  - 2014-15 (spring) CS70.1A Introduction to Photoshop
  - 2015-16 (fall) CS10 Introduction to Programming
  - 2015-16 (spring) CS70.1A Introduction to Photoshop & CS10 Introduction to Programming

SSU Courses – varied (space available basis)

Independent Study: The District offers a credit recovery and independent study program housed on the RCHS campus, and there are a variety of internet course offerings available as fee based collegiate courses under a dual credit option. Arrangements to accommodate student schedules are made on an individual basis.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan – p5

An analysis of the available classroom space and student daily schedule choices and needs follows:

- As currently configured, THS can accommodate up to 360 students and up to 13.4 teachers. This provides for a overall student-teacher ratio of 26.9:1
  In 2015-16, THS is allocated 12.8 FTE; In 2016-17, there will be a need to increase this by 0.6 FTE
- SSU Facilities currently allocates 12 classrooms.
  Since 0.6 FTE of the total staffing allocation is Physical Education which the RCHS facility, the resulting 12.8 teachers will be scheduled into 12 classrooms by utilizing most rooms during teacher preps.
- To accommodate the 360 student seats needed during each of the 6 class periods daily, we theoretically need to offer 12 courses of 30 students for each of the six (6) periods daily. This requires 72 sections if all students take 6 periods at THS.
- Teachers teach 5 sections daily, so 13.4 teachers can cover 67 sections daily.
- This leaves an unallocated 5 course sections or 150 seats in our model.
- As demonstrated in the example below, students in 2015-16 made choices to enroll in classes outside of the THS course offerings.

  - ✓ *16 students are enrolled in SSU*
  - ✓ *24 students are enrolled at SRJC*
  - ✓ *18 students are enrolled in the SRJC Programming course offered at THS.*
  - ✓ *83 students are taking a unscheduled period or enrolled in credit recovery/Independent study*
  - ✓ *43 students are enrolled in courses at Rancho Cotate High School*
  - ✓ *25 students are enrolled in the 'teacher assistant' program @ THS*

The above sample shows **209 students are currently enrolled in classes beyond THS** regular offerings in the fall term of 2015-16.

V: Schoolwide Action Plan Refinements

The goals that were developed during the WASC Self Study Process in 2013 have received continued attention from the school and district staff. Each of the goals encompass major focus areas outlined in the district Local Control Accountability Plan (LCAP) as well as the site based Single Plan for Student Achievement (SPSA).

Goal #1: Align subject-core English Language Arts instructional designs towards Expository Reading Writing Course (ERWC) curriculum across all grade levels within the scope and context of Common Core State Standards (CCSS)

The THS English teachers have been trained in this curriculum design. We now offer a unique ERWC course for our 12th graders, and several instructional components of ERWC are intertwined within our English offerings to 9th, 10th, and 11th graders. This overall effort results in an English sequence through the four years focused on implementation of the Common Core State Standards.

Goal#2: Align Mathematics instructional designs towards college readiness within the scope and context of Common Core State Standards

The district has endeavored to realign the sequencing of all math offerings in the K -12 model to reflect implementation of the Common Core State Standards. To this end, several services have been employed by the district to support teacher assessment of student mastery. Programs such as Key Data Systems, Illuminate, and now ENGRADE have all been marshalled in the effort to discover the best user friendly and accessible system. Each software evolution has served to bring us closer to our goal.

The question as to the best curriculum design in mathematics for attaining alignment to the Common Core State Standards as well as readiness for college is an extreme challenge for our district. Work with teachers at Rancho Cotate High School and the three middle schools in our district to fully align our offerings is ongoing. This effort will be further facilitated in 2015-16 with the implementation of our weekly common collaboration meetings.

Being a small school, THS faces an exaggerated challenge from incoming 9th grade students who enter from beyond district boundaries. This variety is most impactful in mathematics where these students have experienced a wide variety of curricular designs. THS offers only 3 sections of math to 9th grade students, and there is a formidable challenge to ensure all gaps are addressed for each student as they enter at the Algebra I, Geometry, or Algebra II levels.

Goal #3: Create and implement benchmark assessments for English Language Arts and Mathematics

The newly acquired ENGRADE software package is designed to provide support for this goal by offering assessment questions aligned to standards in English and Mathematics. In English, the effort is to align courses in English 9, English 10, and English 11. In Mathematics, the effort is in Algebra I, Geometry, and Algebra II.

While this alignment effort in both subject areas is ongoing, great strides have been accomplished in each area. With the opportunity afforded in 2015-16 by the installation of weekly collaboration time, there is an excellent chance this goal will receive a focused effort within Tech High as well as within the district.

V: Schoolwide Action Plan Refinements – p2

Goal #4: Create and implement academic support systems for struggling students

The Response to Intervention (RTI) effort at Technology High School encompasses several focal points:

- Student Study Teams regularly meet to review progress of individual students who are struggling. Each teacher provides accommodations within the regular classroom to support student success.
- In addition to the classroom accommodations, students having IEP's or 504's receive support from a district assigned psychologist and Education Specialist case manager.
- The staff at THS has implemented a twice weekly intervention period termed the Academic Support & Clubs (ASC) period. Shortened class periods on Tuesday and Thursday allow for this 25 minute period to be inserted just prior to the morning break. Students showing the need for support in Math or English are assigned to their teacher in these subjects; other students may choose from a variety of other subject areas for support.
- The National Honor Society students serve as tutors for students requesting support, and this support is arranged outside of the regular school day.
- Our teachers often offer additional time to support struggling learners before school, at lunch, and after school.
- Students who do not pass courses required for graduation have the option of retaking the failed course at THS or at Rancho Cotate High School. Additionally, the district offers an on-line option for students to recover credits in every required course.

Goal #5: Increase the gender and ethnic diversity of the school so that it is a demographically equitable and accessible reflection of the community it serves.

- As can be gathered from the data provided in the school profile, in the last 10 years, our **gender diversity** has moved from some 22% female to the current 9th grade class showing 40% female.
- **Ethnic diversity** in the school population has remained relatively consistent over the past three years. The ten year district and school population trend shows THS has an increase of Hispanic/Latino students with a decreasing % of white student enrollment. The THS anomaly shows a larger percentage of Asian students than is reflective of the larger district enrollment.

Year	Total Students	American Indian % of enrollment	Asian % of enrollment	Pacific Islander % of enrollment	Filipino % of enrollment	Hispanic/Latino % of enrollment	African American % of enrollment	White % of enrollment	Multi % of enrollment
2013-14 District	5911	1%	3.4	0.5	1.3	38.9	2.0	46.3	4.5
2013-14 THS	252	2.0	11.1	1.2	2.8	12.3	2.0	68.7	0
2014-15 THS	300	2.0	13.0	1.0	2.3	13.3	2.7	65.7	0

In general, the same efforts at addressing gender equity will impact ethnic diversity at the school…specifically, the increased population capacity of the school along with the addition of an Interscholastic Athletic program.

Attention to Gender balance: In the effort to equalize the genders, THS has increased enrollment and instituted interscholastic sports. Both efforts appear to support an improved gender alignment.

- There has been an increased interest and focus among middle school programs on STEM education, including project based or Direct Interactive Instruction. This movement recognizes the gender inequity issue in this area, and begins increasing interest among female students at an early age. This increased interest directly supports the Tech High Model, placing a broad support in our feeder schools toward the study of science and engineering among both genders.

Attention to ethnic diversity: To further our outreach to various population groups, Tech High employs several mechanisms to advertise the school and attract appropriate enrollments.

- ✓ Website enhancements (bilingual)
- ✓ School team visits to 8th grade programs.
- ✓ Parent Information Nights (bilingual)
- ✓ Student and Parents are invited to weekly scheduled Titan Days (visits to THS)

The challenge is to attract diversity while delivering an assurance of academic success at Tech High.

- All students must enroll in the core academic requirement for graduation from THS while receiving academic accommodations as needed within these courses.
- Students needing English Learner Development instruction or other courses beyond the general education offerings will not find this need met at THS.
- Streamlined application process:

  Letters of recommendation/Entrance exams /Interviews all aimed at filtering students to those who are personally committed to this academic model.