



# Technology High School 2018-19 WASC Report

**Preface:**

For the 2018-19 WASC self study, Technology High School began initial conversations during the spring of the 2017-18 school year. Those initial discussions took place during stakeholder meetings and staff development sessions and centered on reviewing the previous WASC report. Both the data and goals from that report were discussed, as was school progress towards achieving those goals.

After the start of the 2018-19 school year, conversations focused more on reviewing new demographic and academic data as well as stakeholder survey data gathered during the prior two years. Data review and analysis was conducted in both all-staff and small group discussions. Staff-wide conversations focused on general review of data whereas small group conversations emphasized extracting meaning and nuance from specific data sets.

During this time, parent and student survey data was also reviewed and analyzed, both by staff and student groups. The student groups were provided with aggregate data sets and were invited to extract meaning from the results. Student groups consisted of both members of the Associated Student Body as well as students in the Statistics class, who were able to use their educational experience to process meaningful data directly related to their school and its academic growth and success. Following data analysis, those student groups met with staff groups to share and discuss their findings, and to provide direct input to various sections of the report.

Further conversations took place with parent groups including the PTSA and Site Council. These conversations revolved around perception of the academic and extracurricular offerings at the school, parent satisfaction and overall school perception. PTSA conversations also included discussions of ways the PTSA was supporting the school as well as identifying additional needed supports. Site Council meetings emphasized school process, school safety and LCAP goals and plans for implementation.

Many of the discussions in the above groups emphasized connection to student achievement and success as well as assessment of learning. A significant facet of those conversations surrounded the use of rubrics to describe and quantify student progress towards goals. While understanding and mastery of academic standards was relatively straightforward to quantify, measuring mastery of intangible concepts such as 'Citizenship' or 'Global Responsibility' were far harder to assess.

An analysis of student demographic and performance data shows that Technology High School has multiple strengths as well as several areas for growth. Overall, students at Tech High perform very well academically. Over the past six years, the school has increased the number of AP course offerings, which has resulted in a significant increase in the number of students enrolling in AP classes. Naturally, this has led to more students taking AP tests, and a vast majority of those students are earning scores of 3 or higher. Tech High has also increased academic course offerings with the introduction of a three-year progression of Engineering courses from the Project Lead The Way curriculum. These courses are hands-on, emphasize 21<sup>st</sup> century skills and promote college and career readiness. Coupled with the existing academic curriculum at Tech High, the school has created a course of study that accentuates applied student learning, high academic standards, California State Standards as well as ACS WASC criteria.

With regards to growth areas, early review of demographic data indicated that although progress had been made with respect to gender and ethnic diversity, there was still room for growth. Gender ratios have shown minor improvement, although the ratio is still biased towards male. The ethnic makeup of the school, although closer to representing the makeup of Rohnert Park and the surrounding area, still has room for improvement.

The concerns of gender and ethnic imbalance formed two of the components of the Technology High School Action Plan for the coming years. Students, staff and stakeholders, working collaboratively, identified the goals of improving the gender makeup of the school as well as increasing the number and size of ethnic groups represented in the student body. In addition to increasing diversity, there has been significant interest in increasing academic offerings related to Visual and Performing Arts. Increasing the number of VAPA courses will broaden the appeal of Tech High, increase enrollment and with it, diversity. Strategies to reach those goals as well as support and monitoring practices were developed, and will be implemented in the coming months and years.

Additional Action Plan goals related to student academic success were identified, including increasing student success in Math and ELA assessments and increasing student diversity in enrollment and success on Advanced Placement assessments. Strengthening student success in these areas will not only result in students better prepared for college and career, but also demonstrate that a rigorous academic curriculum combined with a range of engaging elective courses will provide an appealing environment for students to succeed and thrive in.

Working through the self-study process over the past year, numerous individuals and groups have been involved in significant discussion regarding various aspects of Technology High School. The school's Mission and Vision have been reviewed, as have the ESLRs. Thoughtful dialogue and reflection has resulted in a refocusing of the goals of the school, and those goals have helped formulate the four points of the Action Plan. Collaboration between the stakeholders has resulted in opening avenues of conversation, and renewing student, staff and stakeholder commitments to the ongoing success of Technology High School.



# Chapter I: Progress Report

Overall, the Action Goals set in the 2013/2014 WASC report have been effective in steering Tech High toward growth in many areas. Thanks to our progress in the last six years, we are now, for the current report, in a place where we have more specific Action Goals around increasing student's academic proficiency. The 2013/14 Goals focused on catching up with evolving educational trends, especially around aligning with the Common Core State Standards. Focusing on meeting the previous goals has resulted in a curriculum with ERWC strategies and the CCSS deeply embedded. In addition, our schedule is more conducive to offering support for all students. Finally, we have made progress in increasing the ethnic, gender, and socioeconomic diversity of our student body.

Our success on Action Goal 5 from the 2013/14 report – which has resulted in a more diverse student population – has necessitated two Action Goals in our 2018/19 report that address ensuring the personal academic success.

**2013 Action Goal 1:**

*Align 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)*

Tech High has been successful in implementing the ERWC courses and strategies in all levels of ELA classes. There are two types of ERWC instruction: it is integrated into all ELA classes in grades 9-11 and taught as one of two ELA options to 12<sup>th</sup> graders. The ERWC strategies are woven throughout the curriculum in all 9<sup>th</sup> and 10<sup>th</sup> grade English classes. In 11<sup>th</sup> grade, students choose between English 11 and Advanced Placement Language and Composition, both of which include ERWC instruction. In 12<sup>th</sup> grade students can choose, based on the EAP readiness test, personal desire, and teacher input, whether to take an ERWC course or Advanced Placement Literature and Composition.

In 2013, two of our three current English teachers had already been trained to teach the ERWC course. Since then, the third teacher has received training. Finally, we have a new ELA teacher this year who was already familiar with the ERWC course, having taught English at Sonoma State University before employment at our school. All the ELA teachers use the EAP rubric for writing assignments.

Social Studies teachers are also mentioned in this 2013 goal; three-quarters of them at our school are trained in ERWC strategies.

**2013 Action Goal 2:**

*Align Mathematics instructional designs towards College Readiness within the scope and context of Common Core State Standards*

Tech High's math curriculum has been aligned with the Common Core State Standards. The first step was to purchase CCSS-aligned textbooks for Algebra 1, Geometry, and Algebra 2. The math teachers worked together to research different publisher's offerings and choose the best curriculum for Tech High's students and curriculum. The teachers also received training in implementing the Common Core standards. The school also began giving placement tests to all incoming 9<sup>th</sup> graders to ensure they are placed properly in either Algebra 1 or Geometry. Since Tech High draws students from a large variety of middle schools and districts, it is not enough to know that a student has been

successful in an 8<sup>th</sup> grade Algebra 1 class. About half of them need to take Algebra 1 here at the high school level before moving on to Geometry, as shown by the placement tests. We use the Mathematics Diagnostic Testing Project (MDTP), which is aligned to Common Core, for that assessment.

It has not been necessary to implement a Math High-School College Bridge course, as called for in the 2013 Goal. Many free, online tutoring resources have become available in the years since then, and math teachers have taken steps to require the use of such resources by certain students. In addition, Tech High math teachers have embedded links to, for instance, Kahn Academy math lessons, on their websites and online course assignments. This, along with other improvements in the math curriculum, is outlined in our 2018/19 Goal 1.

### **2013 Action Goal 3:**

*Create and implement benchmark assessments for English Language Arts and Mathematics*

Implementing benchmark assessments has not gone smoothly. After we set this goal in 2013/14, Tech High's English department was using Illuminate to create district ELA benchmarks. Then the district stopped subscribing to Illuminate. At that point, we were looking for something that would align with the Smarter Balanced Assessment Consortium (SBAC) in 2016. Although we were told that it would happen sooner, only recently Interim Assessments to measure progress toward readiness for the SBAC become available on the state's CAASPP. These Interim Assessments are just being rolled out. We are currently in the process of implementing the ELA interim assessments for 9<sup>th</sup> graders, and plan to extend implementation to 10<sup>th</sup> and 11<sup>th</sup> grade in the future. This is addressed in our 2018/19 WASC Goal 1.

For a few years after the last WASC report, the mathematics department gave benchmark assessments. Teachers did not report that the program provided by the district was effective to assess student learning, especially as it did not align with the CCSS. During the 2014/15, 2015/16, and 2016/17 school years, the district provided benchmark assessments for Algebra I classes only, and those were used at Tech High. However, they became obsolete once the CCSS were implemented. The math department is currently hoping that the state of California will provide Interim Assessments through CAASPP in math, as they are beginning to in ELA.

### **2013 Action Goal 4:**

*Create and implement academic support systems for struggling students*

The most notable change Tech High made around this goal has been to create a twice-weekly intervention and advocacy period, called ASC, for all students. The schedule was created by the entire staff collaborating on a plan we believed would be most beneficial and practical, and it was considered extremely successful until we implemented the block system this year. We have plans to re-work our block schedule starting next year so that such intervention and advocacy will take place once a week by having all classes meet for a shorter period.

Our ASC periods occurred on Tuesdays and Thursdays since they were implemented in 2014 based on our 2013 WASC goals. During these 30-minute periods, each student was assigned to a specific teacher who had requested the student based on need for intervention. Thus, a struggling math student, for example, would have an extra 60 minutes per week with their own math teacher to get

tutoring, make up tests, or get other help. A student who was successful in all their classes could tutor their peers as needed, or work on their own assignments. Teachers reported that they felt the system was useful, and parents were reassured their student had access to intervention.

Once we implemented an 8-period block schedule in 2018/19 however, scheduling the intervention periods became problematic. The ASC period was cut from 25 to 20 minutes in order to preserve instruction time during regular block periods, and teachers and students reported feeling it was not beneficial in this format. Looking forward, the staff collaborated and decided to change the schedule so that intervention can occur during the longer block periods, with the addition of the shorter, 8-period day on Mondays.

The 2013 goal called for Student Success Team (SST) meetings to support struggling students as well. This system has been aided with the hiring in 2018 of a part-time administrator who is the designated SST coordinator.

Tech High did not choose to pursue more AVID classes as stated in the 2013 goal, as the small nature of our school was not conducive to recruiting a sufficient number of AVID students.

**2013 Action 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*

In this goal, Tech High has made significant progress, though we still have work to do. Our 2018/19 Goal 5 deals with the topic of continuing to recruit and maintain a demographically diverse population, and Goal 2 outlines the specific action steps we will take to ensure academic success for this more diverse group of students.

The outreach for a more diverse group of applicants has been occurring since 2013, and the recent success can be seen in this year's 9<sup>th</sup> grade class. Whereas in 2013/14 Tech High's population was only 36.9% female, this year's 9<sup>th</sup> grade class consists of 48% female. The 10<sup>th</sup> grade has the lowest percentage of girls, at 27%, and that is because we had incredible challenges with a small applicant pool when we accepted those students. The challenges can also be seen in the fact that there are currently only 77 10<sup>th</sup> graders, although typically we would expect that number to be close to 90. The number of 11<sup>th</sup> and 12<sup>th</sup> grade females is 34 and 41, respectively. Whereas in 2013/14 the students were 37% female, that rate is currently only at 38% across all grade levels.

Tech High has had a female principal since 2016 and added a female part-time Assistant Principal in 2018. This may have helped in the recruiting of a more balanced gender enrollment. There was also special attention paid to which students interacted with students in various capacities at our middle schools, with an emphasis on ensuring that recruiting attention was paid to girls, by our female students.

The number of English Learner students at Tech High has almost doubled, from 38 to 69, although all of those students have been redesignated from ELL. The district created a new middle school (Technology Middle School) that draws from an area with high numbers of students who identify as Hispanic, as well as greater percentages of families in the low socioeconomic category. As this

school has grown, we have been able to do outreach there, and it is beginning to bear fruit in the form of increased numbers of applicant to Tech High from Tech Middle School.

There is evidence that the student population is more diverse than in the past. For instance, Rohnert Park's population is approximately 63% white; Tech High has averaged between 62-64% white in the last three years. In addition, the number of students reporting speaking primarily English at home is 81% of the 9<sup>th</sup> graders, an improvement over the 90% figures reported by the 11<sup>th</sup> graders.

Our success in increasing diversity at Tech High has led us to create two new Action Goals in the 2018/19 report addressing ways to help all students succeed. Action Goal 2 details ways in which we will work to close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students. Action Goal 3 outlines a different approach by including steps we will take to recruit and retain more diverse student population by Increasing college preparatory visual and performing arts electives options.





## Chapter II: Student/Community Profile and Supporting Data and Findings

# Student/Community Profile-Data and Findings

## 1. Community

### Brief History-

Technology High School, founded in 1999, is located on the campus of Sonoma State University. The school started as a specialized program within Rancho Cotate High School but located on the university campus. The focus of the program was to provide a curriculum that would prepare students for technical careers in engineering and technology. Students enrolled in science, engineering, and mathematics courses in a project-based learning environment at Technology High School while taking their other classes at Rancho Cotate High School, the local comprehensive high school that is within walking distance of the Technology High School campus.

In recognition of the success of the Technology High School Program, the Cotati-Rohnert Park Unified School District Board of Trustees approved the Program to become an alternative high school in the fall of 2002. The curricular program expanded to incorporate Language Arts, Social Studies, Physical Education, and Spanish. Every fall since then, Technology High School has accepted a class of full-time freshmen. The first Technology High School class graduated in June 2006.

Today, Technology High School has 327 students enrolled in all four grades, with students having access to a wide range of academic courses and electives. Course offerings include eleven AP course offerings, three Project Lead The Way Engineering courses, digital photography, digital video, drama, and an on-campus college level art course and a student leadership class.

The school has a large and vibrant athletics program, and fields teams in cross-country, volleyball, soccer, swimming, basketball, baseball, softball, track and field, tennis and golf.

The vision of the Technology High School Program in 1996 was that it “will serve a broad cross-section of students in grades 9-12 who have an interest in math, science, and technology”. The school has been successful in increasing the number of female students enrolled in the school but is still working to increase enrollment of English Learners. There is still progress needed to increase the ethnic diversity of the school so that it truly reflects the diversity of the local community.

At the end of the 2018-19 school year, Technology High School will be relocating to a newly remodeled campus at a former elementary school in the district. The new site will incorporate a dedicated science building housing three new state-of-the-art science labs, one each for Biology, Chemistry and Physics. A second building will house a wood/metal shop along with a MAKER-type space, along with a fourth science classroom. Additional buildings will be outfitted for ELA, Social Studies and Mathematics classes, as well as Digital Media, Digital Photo, Music and Drama. A multi-use building will contain a stage as well as presentation facilities.

One of the most exciting features of the new campus will be a new student center building with flexible spaces for student clubs to meet, for student project groups to collaborate and

for individuals to study and work on homework. At the current site on the Sonoma State Campus, students don't have their own dedicated space; the addition of a large study/meeting area for them, with movable dividers, will be a huge addition to the site.

A significant portion of the remodel process will also incorporate nearby athletic fields, including a soccer field, baseball/softball field and a running track. Once all phases of the project are complete, for the first time ever, Tech High will have their own home sports fields. These fields will be shared with the neighboring middle school, Technology Middle School, and will also be available for public use.

With the remodeling of this new site, the students and staff at Tech High will be able to develop and explore creative projects and activities without being limited by restrictions put in place by Sonoma State. There has already been discussion surrounding a series of projects tied to the Environmental Sustainability course and the 'Sustainable House' project that freshmen complete. These discussions include planting a school garden that emphasizes native and drought tolerant plants and construction of a tiny home that utilizes alternative energy and low impact technologies to provide hands-on experience in sustainability and alternative energy implementation and usage.

Other advantages of the relocation include Tech High simply having their own space. As tenants on the Sonoma State campus, many restrictions are placed on the students and staff. What was originally intended to be a partnership with Sonoma State is anything but. For both physical education and intramural sports, students at Tech High are not permitted to use SSU athletic facilities. For PE courses students walk daily to the comprehensive high school in the district, to access their sports facilities. For intramural sports, Tech students use the gym and sports fields at Technology Middle School, approximately two miles away. Although Sonoma State has a state-of-the-art library, Tech students, while not forbidden from using, are certainly discouraged from accessing it.

In the original agreement, Tech students were to be able to take courses at Sonoma State at reduced cost. Due to SSU being heavily impacted, it is now rare that Tech students are given permission to attend SSU. As it stands, the SSU Student Center cafeteria is really the only place on campus Tech students have access to, due to it being one of the few food service options on campus. Although the new campus will have food options through district food services, students will still have an open campus and be able to travel to several nearby shopping centers with fast food and a grocery store. Overall, although there are some concerns as to whether the new site will be ready for occupation on the first day of the 2019-20 school year, the general feeling among staff and students is one of excitement as they anticipate moving to the new home of Technology High School.

### **School Programs-**

Although considered a small school, Technology High School offers a broad array of courses and programs for students. Science courses begin with Integrated Science in 9<sup>th</sup> grade, followed by Biology or AP Biology for Sophomores. Juniors and Seniors take Physics and Chemistry (both AP and non-AP are offered) in alternating years. This year, the school has implemented a new engineering curriculum, Project Lead The Way. This three-year series of

courses begins with Principles of Engineering, then Environmental Sustainability followed by Engineering Design and Development. The POE revolves around VEX kits, similar to Erector sets, but with the addition of motors, sensors and a programmable controller. In each unit, students build machines with the VEX kits, then use those constructions along with electronic sensors to gather scientific data. The course is an introduction to simple machines, statics, programming and machine control, and projectile motion. Environmental Sustainability introduces students to a range of environmental issues that our planet faces, along with exploring cutting edge remediation methods. Junior students take Engineering Design and Development, which emphasizes computer aided design and the iterative design process that engineers and product developers follow. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a researched well-defined and justified open-ended problem by applying an engineering design process. The course culminates with an event where students present and defend their original solution to audiences made up of parents, community members and industry experts.

The humanities program at Tech High is a traditional program, with English in all grades, although Junior and Senior students may choose AP options. Social Studies also follows a traditional program, with World History, followed by U.S. History with an AP option, then Government and Macroeconomics for Seniors, again with an AP option.

Mathematics offered at Tech High covers a complete range of courses, beginning with Algebra 1 and culminating with Calculus A/B, Calculus B/C and Statistics.

A range of electives are also offered at Tech, including Spanish up to AP level, Digital Photo, Digital Video, Drama, ASB and Robotics. Though a partnership with the Santa Rosa Junior College, there is an art class offered for Tech High students as well as JC and community students, which is taught on the Tech High campus. Freshmen also take a mandatory elective, Freshman Essentials, a course designed to help freshmen develop the skills necessary to be successful in high school and college. A similar course, Academic Essentials, is offered to non-freshmen who need additional academic support and guidance.

In addition to the academic program, Tech High supports a wide variety of student clubs and organizations. The school currently sponsors two main service organizations: Interact and Associated Student Body. Other clubs at Tech High include Robotics, Medical Club, Solar Boat Team, Table Top Games, Mountain Bike Club, Sustainability Club and the Photography Club, in addition to some 10 or more additional clubs.

In terms of athletics, Tech High currently has eleven sports teams, including boys and girls soccer, boys and girls basketball, girls volleyball, baseball and softball. There are several co-ed sports teams, including track, cross-country, swimming, golf and tennis. Tech High is an NCS Division-3 school.

### **School Purpose**

The Technology High School community adopted five tenets as the foundation for the school. These tenets are reviewed annually and are used to guide the school community in providing an exceptional learning experience for THS students.

## **The Five Pillars of the Technology High School Learning Experience**

### **Project-Based Learning**

Project-based learning (PBL) is a model for classroom activity that emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. Projects at Technology High School range from computer-based to those built in our shop and at home. Many of the projects require students work together collaboratively to solve problems. Project groups are often required to present their projects and defend their conclusions to an audience of peers.

### **Use of Technology**

Technology High School incorporates a variety of technology tools within the curriculum and instruction. Students have access to state-of-the-art science and engineering equipment and software applications for laboratory experiments and data acquisition. They use laptop computers and tablets for Internet research, communication, data acquisition and analysis, and word processing; and specialized shop equipment for project manufacturing. Although Tech High is a Bring Your Own Device school, and encourages students to bring technology from home, we currently have several laptop carts with both Windows and Apple computers as well as Chromebook laptops. Each teacher also has four or five iPads available for student use. Considering just district devices, Tech High currently has a student-technology ratio approaching 2:1.

### **Interdisciplinary Curriculum**

Technology High School offers a challenging, comprehensive, college-preparatory high school program highlighting an innovative science, engineering, and mathematics curriculum. Interdisciplinary projects are also assigned through English, art, and Social Studies and students collaborate within their groups in those course classes. This unique cross-curricular approach provides opportunities for powerful teaching and learning between courses and across content areas.

### **Small School Size**

Technology High School has the capacity for ninety students at each grade level. The school consists of thirteen classrooms, an industrial shop, offices, restrooms, and storage areas.

During the summer of 2019, Technology High School will be relocating to a new school site. This new facility will include four dedicated science lab-classrooms, ten core discipline classrooms, a student center, a multi-use building and two purpose-built shop spaces. The site will also include student locker rooms and abundant storage space, on-site PE facilities and administrative office spaces.

### **Empowering Students**

As a small learning community, Technology High School focuses on developing strong relationships between staff, student, and parents. Students are empowered to manage their own learning, develop a personal learning plan and involve themselves in extra-curricular activities. All students are supported and motivated by the outstanding, highly trained and professional staff.

## **Expected School-wide Learning Results**

Technology High School has five Expected School-wide Learning Results, which are used to guide curriculum and instruction as well as the general guidance of the school. The ESLRs were reviewed by staff and stakeholders during the 16-17 and 17-18 school years to ensure their relevance. The ELSRs are used to guide program development at Tech High; while developing curriculum, teachers will often refer to the ESLRs to ensure that their units and projects include opportunities for students to explore and apply ESLRs in an academic context. Additionally, during recruitment visits and interviews with potential students, the ESLRs are incorporated in to interview questions, as a way of identifying students who would embrace these ideals that Tech High holds dear.

### **Personal Integrity**

Students handle themselves with confidence and act with intellectual courage. They commit to their beliefs and are willing to assume leadership roles. They demonstrate cooperative and positive working relationships across diverse groups, share responsibilities, accept advice and supervision, and are open-minded to different points of view.

### **Citizenship and Global Responsibility**

Students know how to analyze the world using multiple sources. They recognize the many facets of society and deliberately consider their role in it. They are aware of their responsibilities and the long-term effects of their actions in a global community.

### **Reflective Learning**

Students excel at making critical observations about their own experiences and the experiences of others. They can formulate meaningful and insightful questions that inspire and encourage further exploration. They consistently take charge of their education and actively seek out answers to their own questions.

### **Critical Thinking**

Students recognize and analyze problems from multiple perspectives. They identify, locate, and organize information effectively and efficiently. They propose, evaluate, and use a variety of strategies, tools, and skills to develop solutions. They are comfortable taking risks and are theycreative and flexible in their approach to solving problems.

### **Effective Communication**

Students understand the principles of effective communication and use precise academic language. They articulately, effectively, and persuasively communicate orally, visually, and in writing to a wide range of audiences in a variety of settings. They listen with understanding and empathy. They thoughtfully follow instructions.

## **Technology High School Vision**

The Technology High School community modified the school vision in 2009 to better reflect the status of the school and the direction the school community needed to take to improve student achievement. The vision incorporates The Five Pillars of Technology High School and The Essential Abilities are reviewed annually.

## **Vision Statement**

At Technology High School, students, staff, parents and our community partners understand what it takes 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 pillars. Student achievement is accomplished through innovative, powerful **project-based** teaching and learning of the standards-based **interdisciplinary curriculum** in a safe, supportive **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 Associated Student Body leadership program. Students are encouraged and supported by recognition programs, PTSA family events, engaged parents, a supportive 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.

## **Technology High School Mission Statement**

Collaborative dialogue and critical reflection relative to the Vision Statement resulted in collective consensus for the following Mission Statement:

*Technology high School seeks to develop the talents of motivated students to become thoughtful and productive members in an increasingly global 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.*

## Demographic Data

Rohnert Park is a city in Sonoma County, approximately 50 miles north of San Francisco. With an estimated population of 42,838, the community is one of the earliest planned communities in the country.

**a. Family and Community Trends-** According to 2016 census data for Rohnert Park, the city population is 63.2% White, 23.9% Hispanic, 6.3% Asian, 4.6% Two or more races, 0.4% Other Race, 1.4% African-American. Native American and Pacific Islanders make up less than 0.5% of the population.

Rohnert Park population by ethnicity (percent)							
White	Hispanic	Asian	Black	Pacific Islander	Native American	Two or more races	Other race
63.2	23.9	6.3	1.4	0.2	0.05	4.6	0.4

**b. State and Federal Program Mandates-**

There are currently no state or program mandates applicable to Technology High School.

**c. Parent and Community Organizations-**

The most prominent of the parent and community organizations is the Parent Teacher Student Association (PTSA). There are 52 PTSA members this year, 32 parents and 20 students. The PTSA meets monthly to discuss how parents, students and teachers can provide support to the school. The School Site Council, consisting of students, staff, and parents, meets regularly and guides the school community in ongoing school improvement. The School Site Council members and other interested stakeholders formed the School Leadership Team during the 2016-17 and 2017-18 school years. The School Leadership Team spent considerable time analyzing data in preparation of the Self-Study.

Tech High also has two parent organizations working to support extra-curricular activities related to the school. The first group is the Sports Boosters organization which actively supports and fundraises for the athletics program at Tech High. Although the Boosters has no members, the six board members are extremely active, working diligently to raise awareness of and market the athletic program at Tech High.

The second extra-curricular group is the Friends of Tech High Robotics, a boosters group founded to support Tech High Robotics. Consisting of five parents and the advisor, the group works to help fundraise for the robotics team as well as recruit community members who are willing to mentor students and provide guidance, support and even donations of material and funding.



#### **d. Student Clubs and Organizations**

Technology High School has numerous clubs and organizations that are supported by parent and community organizations:

- a) The THS Robotics Club benefits from an informal booster group that provides support to the club. The booster group works with community members to solicit sponsorship and donations of materials and technical support to the club.
- b) Technology High School students participate in the school's Interact Club, a student organization affiliated with Rotary International. Rotary International works with the Interact Club to develop fundraising and outreach events to support Rotary projects in the community and around the world.
- c) The Technology High School community is involved in the district-wide Every 15 Minutes Safe Driver program and the Project Graduation program.

#### **e. Community Foundation Programs-**

The Cotati-Rohnert Park Education Foundation works to support schools within the Cotati-Rohnert Park Unified School District. Their stated mission is to encourage and support projects of merit in the district. Teachers in every school submit grant requests to the foundation to support classroom projects that meet the criteria of the foundation. The Education Foundation has annually funded projects submitted by the staff of Technology High School since the school's inception. Funded grants included the purchase of science lab equipment, updated novel sets for English, Art curriculum and materials and computer technology.

Teachers at Tech High also apply for other grants. This year, Ms. Mason, one of the science and engineering instructors, received a CTE grant of \$25,000 for the purchase of equipment for her Robotics class.

#### **f. School and Business Relationships-**

When Technology High School was founded, part of the vision was to develop a strong relationship with Sonoma State University through which students would have access to university facilities including the library, computer labs, athletic facilities and dining spaces. Students would also be able to take SSU classes at a significantly reduced cost and be eligible for high school and college credit. Unfortunately, due to ongoing scheduling issues and the university being impacted, a very limited number of students were able to take advantage of that opportunity, perhaps only three or four students per semester.

In the last two years, there has been positive progress with the Engineering Department at SSU. A series of collaborative meetings between professors in the department and Tech High leadership and staff resulted in the development of an electrical engineering course specifically for Tech High students. The course is slated to begin in the Spring 2019 semester, and one Tech High student is enrolled.

Regarding other collaborative opportunities, at this point, there is very little collaboration between the two institutions. Previously, Tech High had access to gymnasium areas for Physical Education and student recreation center, but after several interactions between Tech High

students and university staff and students, that access was withdrawn. Currently, Tech High students regularly access the Student Center dining area and University Store. Tech High is also able to access Warren Auditorium and Person Theater for monthly Community Meetings and Spirit Rallies; however the university charges a substantial facilities usage fee. Beyond this, there is little use of other university facilities.

Technology High School students also enrich their education by enrolling in courses such as foreign language, physical education, and enrichments at Santa Rosa Junior College. In 2016, the JC, in collaboration with Tech High, created an art class for Tech High students that is taught on the Tech High campus. This class, held after the regular school day ends, increases accessibility to the JC art program for students who are unable to find transportation to the Junior College in Santa Rosa. Since its inception, the class has enrolled 15 or more Tech High students per semester, with those students able to earn high school or college credit towards their art requirement.

The 2018-19 school year marks the last year for Technology High School as an entity on the Sonoma State University campus. During the 2017, the university identified several campus buildings in need of asbestos remediation. As part of the remediation plan, those buildings will be closed for an extended period. As such, the university has identified a significant need for additional classroom and office space. In 2018, an agreement was reached between the university and the district which facilitated the university to 'buy out' the remaining lease the district has on the Tech High space. Funds from that buyout will be used to remodel and reconfigure an existing district elementary school to be the new home for Technology High School. During the summer of 2019, Technology High School will be relocating to that new site.

## **2. Status of Technology High School in terms of student performance**

Technology High School is not a Title I school. Technology High School has met Adequate Yearly Progress since its inception. The school is not an Intermediate-Underperforming Schools Program (II-USP) school. Technology High School is not part of the federal Comprehensive School reform (CSR) program. The school does not have any outside providers or external evaluators that are currently working at the site. The school has not been through any audit process. The school does not have a corrective action plan or joint intervention agreement. There are no state or federal imposed deadlines for improvement.

### 3. Enrollment

The chart below shows Technology High School enrollment (by ethnicity) information over the past four years.

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
2017-18	327	0.3	7.7	0.6	0.9	17.5	0.9	62.6	7.4
2016-17	348	0.6	8.3	0.9	0.9	16.7	1.4	64.4	4.3
2015-16	342	0.9	10.5	0.9	1.8	16.4	1.5	63.2	4.1
2014-15	313	1.0	11.8	0.6	2.2	16.0	1.6	61.3	4.8

Note that due to rounding, the total percentage for a given year may not add up to 100%.

Data analysis of student enrollment over the past four years indicates that the percentage of Technology High School students who identify themselves as Hispanic/Latino has increased slightly from 16% to 17.5%. An increase in the number of students who identify as mixed race, or two or more races has increased as well, from 4.8% to 7.4%. The increase in the percentage of Hispanic/Latino students is due largely to targeted recruitment and more focused recruitment at the local middle schools. The decrease in the Caucasian student population is attributed to the effort to widen the array of the diverse student population recruited to Tech High. Due to low enrollment numbers of certain ethnicities, percentages for these groups fluctuate from year to year. This demographic change in enrollment by ethnicity is consistent with the Cotati-Rohnert Park School District as a whole. The predominant primary language other than English in the school and district is Spanish.

The Technology High School community also analyzed student enrollment by gender. The chart below shows Technology High School enrollment (by gender) information for the past four years.

Tech High Gender Distribution			
Year	Total Students	% Female	% Male
2018-19	327	38	62
2017-18	327	36.4	63.6
2016-17	352	38.1	61.9
2015-16	347	39.2	60.8
2014-15	302	37.4	62.6
2013-14	255	36.9	62.4

Data analysis of student enrollment (by gender) over the past four years indicates that the percentage of female Technology High School students has decreased slightly, which is some cause for concern. However, the picture changes when data are disaggregated by grade level.

Further disaggregation of gender ratios for the 2018-19 school year shows a substantial increase in female enrollment for the 2018-19 school year. In the past, attempts have been made to achieve a more balanced gender ratio in the school population, with only some success. Achieving gender parity has been an ongoing struggle. In previous years, the school has been approximately 60-70% male, 30-40% female. This year's freshman class, is very close to achieving a 50-50 male-female ratio. This is due to several important reasons:

- a) Tech High staff has made a concerted effort to increase female enrollment by targeting females during recruitment presentations. During recruitment, Tech High students travel to other middle schools to present to prospective 8<sup>th</sup> grade students. During these presentations, every effort is made to make sure females are well represented on the presentation panels. During parent information nights, a broad range of Tech High students are invited to share their experiences at Tech High, to increase awareness among potential female students of the opportunities that are available.
- b) During the application review process, special attention is given to female applications. The goal is to identify female applicants who would be well suited to Tech High, as well as to identify applicants who, with additional academic support, would be able to thrive at Tech High.
- c) Tech High has become an established school in the district, with a strong academic reputation and a respectable sports program. As such, the reputation of the school has shifted over time, from being a 'nerd' school to one of a rigorous, challenging, academic school. While being a 'nerd' school might have dissuaded some past students from applying, the shift in reputation to a more mainstream school translates to more fewer students rejecting the school based on its reputation.

<b>2018-2019 Enrollment Based on Gender</b>			
	<b>%Girls</b>	<b>%Boys</b>	<b>Total Enrolled</b>
Total School	38%	62%	327
Freshman	48%	52%	93
Sophomore	27%	73%	77
Juniors	34%	66%	81
Seniors	41%	59%	76

There are 327 students currently enrolled at Technology High School. Of those, 76 are seniors, 81 are juniors, 77 are sophomores, and 93 are freshman students. When evaluating applications and accepting students for the following year, Tech High typically extends acceptance letters to 100 students, with the rest being placed on a waiting list. During the summer, there is always a drop in the number of students who choose to attend, due to students applying to multiple schools in Sonoma County and then choosing an alternate school to attend. Students may apply to both private schools and to other public schools in the country for a variety of reasons. Some applicants select schools that offer specialized programs that emphasize certain academic pathways, others may attend other schools for family-related reasons. Consequently, there may be a decrease in the number of students enrolled on the first day of school.

As a school of choice, Technology High School attracts students from all over Sonoma County as well as several of the surrounding counties. Currently, the student body consists of 40% students from other districts outside the Cotati-Rohnert Park Unified School District. Compared to the 2013-14 school year, enrollment of students transferring from other districts has increased significantly, due in part to the reputation the school has for offering a high quality, college preparatory education.

<b>Year</b>	<b>Total Enrollment</b>	<b># Out of District</b>	<b>% Out of District</b>
18-19	327	131	40.06
17-18	327	165	50.46
16-17	352	160	45.45
15-16	347	155	44.67
14-15	302	98	32.45
13-14	255	53	20.78

With regards to other subgroups in the school population, 56 students (18%) currently qualify for Free and Reduced lunch. 5 students (2%) qualify for and receive special education services through the Resource Specialist Program. 8 students currently have active Section 504 Accommodation Plans. Several years ago, the district eliminated the GATE program, and as such, no current students are identified as GATE students.

#### **4. Language Proficiency Numbers**

Since its inception, there have been few English Learners enrolled in Technology High School due to the challenging academic curriculum and limited support services available at the site. The academic nature of the program at Tech High also tends to serve as a restrictor for EL students due to the limited number of support courses offered. Given current budget limitations, it is unlikely for this situation to change. In order to attend Tech High, students are required to be Algebra ready. Due to the academic rigor, most students are already redesignated or designated as Fluid-English Proficient (R-FEP) soon after their arrival. Currently, there are no students who are waiting to be re-designated based on their CELDT scores and classroom performance.

The current student body includes 69 students who have been re-designated as Fluid-English Proficient (R-FEP) students out of a total of 227 Fluid-English Proficient (FEP) students.

## 5. Attendance

The Technology High School staff believes that school attendance has a direct correlation to student performance. When students are in school on time, there is a greater chance for students to be successful learners. The chart below indicates the Average Daily Rate of attendance at Technology High School for the past six school years.

Year	Attendance Rate (ADA)
2017-18	96.4%
2016-17	96.7%
2015-16	95.6%
2014-15	96.1%
2013-14	96.2%
2012-13	95.8%

## 6. Truancy, Tardy, Suspension and Expulsion Rates

Technology High School Suspension Rate						
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
2017-18	327	2	2	0.62	100.0	0.0
2016-17	352	8	8	2.3	100.0	0.0
2015-16	345	2	2	0.6	100.0	0.0
2014-15	321	1	1	0.3	100.0	0.0

Technology High School Expulsion Rate				
Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2017-18	327	0	0	0.0
2016-17	352	0	0	0.0
2015-16	345	0	0	0.0
2014-15	321	0	0	0.0

Technology High School Chronic Absenteeism			
Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Technology High	352	15	4.3 %
Cotati-Rohnert Park Unified	6,609	735	11.1 %
Sonoma County	73,409	12,484	10.8 %

The above data indicates that although there have been some minor disciplinary issues at Tech High, the school overall has few concerns related to discipline. Although there is some chronic absenteeism, the overall rate is less than half of the rate of absenteeism for both the school district and Sonoma County. This would indicate that students at Tech High enjoy being at the school, or at least they don't avoid going to school. This may in part contribute to high academic performance of the student body as a whole.

## **7. Socio-economic Status**

Technology High School serves students in the Cotati, Rohnert Park, and neighboring communities. It is the goal of the school to enroll 20% of its students from applicants who live outside the Cotati and Rohnert Park communities. The district and school do not collect data on the socioeconomic status of students with the exception of those applying for free and reduced lunches (numbers of students on lunch program described previously). The median household income in dollars in 2016 in Rohnert Park was \$60,333. The poverty rate in Rohnert Park is 15.5% of the total Rohnert Park population. In Cotati the median household income was \$64,754 with 9.7% of the population living in poverty.

## **8. Description of the safety conditions, cleanliness and adequacy of school facilities**

According to parent and student surveys, students feel that Technology High School is a safe place to be, both physically and emotionally. In an April 2018 Student Survey, 80% of the students Agreed or Strongly Agreed to the statement "I feel safe at Technology High School." A further 17% said they felt 'somewhat safe' on campus. In a similar survey given to parents, in 2018, 81.5% of parents Agreed or Strongly Agreed to the statement "I feel my child is safe at THS." A further 12.5% responded that they felt their child was somewhat safe. At this point, it is unclear as to what concerns parents and students have about the Tech High campus, and whether those that feel 'somewhat safe' have concerns related to the school itself or the fact that it is located on a college campus. Future surveys could explore this question on a deeper level.

In accordance with state and district policy, the Tech High safety plan is reviewed and revised annually for accuracy of content and to stay current with the provisions of the law governing emergency response procedures for public institutions. The key components of the plan focus on creating a safe instructional environment that ensures all discipline and safety codes are clearly disseminated, reviewed, practiced, and enforced. Emergency drills are regularly held for earthquake, civil disturbance, and fire preparedness. In addition, Technology High School coordinates safety information with the Sonoma State University Police Department and routinely participates in SSU emergency drills. Communication of emergencies takes place through radio, emails, phone calls, and the Tele-parent communication system.

## **9. Staff**

The Technology High School staff includes one principal, one part-time assistant principal, one full-time specialized secretary, one part-time school secretary, one full-time counselor, thirteen full-time classroom teachers and two part-time classroom teachers. Additional District staff, such as a school psychologist, school nurse, etc. are available on an as-needed basis.

There are currently two intern teachers on staff at Tech High. One of them has a post-graduate degree and previously taught at the university level. She is currently enrolled in a program to earn her high school single subject teaching credential. The second intern teacher is also in the process of completing his high school teaching credential coursework and is currently a student at Sonoma State University. He is taking coursework to complete his undergraduate degree in Kinesiology and his Physical Education teaching credential. Due to the nature of the Physical Education teaching assignment (60% of full time) there were no credentialed applicants interested in the position.

Gender: Male- 8 Female- 9

Ethnicity: 17 White



**Other Staff information:**

Number of staff members with advanced degrees: Masters-6 Doctorate-0

Staff Member Name	Position	Total Years at THS	Total Years in Education (including current year)	Advanced Degrees	NCLB compliant
Dawn Mawhinney	Principal	3	20	M.A. Ed	Yes
Catherine Woods	Assistant Principal/Teacher	9	16	M.A. Ed	Yes
Amy Alvarez	Teacher	2	2		Yes
Hollie Campos	Teacher	6	12		Yes
Linda Desautels	Teacher	13	13		Yes
Dave Freebairn	Teacher	14	20		Yes
Emilie King	Teacher	6	6	M.A.	Yes
Lucy Lucchesi	Counselor	1	17		
Ginny Mason	Teacher	1	6		
Scott McKeon	Teacher	8	8		Yes
Eric Newman	Teacher	15	30	M.A. Ed.	Yes
Jack Randazzo	Teacher (intern)	1	1		
Greg Stolze	Teacher	1	6		
Ken Torre	Teacher	9	26		Yes
Greg Weaver	Teacher	17	18	M.A Ed.	Yes
Emily Walters	Teacher (intern)	1	3	M.A.	Yes
Matt Zwinge	Teacher	10	22		Yes

## 12. Staff Development

Staff development is an ongoing theme at Technology High School. During the summer of 2018, three of the science department staff attending extensive training for Project Lead the Way training as part of implementing a new Engineering curriculum at Tech High. Course certification for PLTW involved a two-week intensive training regimen, resulting in Tech High now having instructors certified in Principles of Engineering, Environmental Sustainability and Engineering Design and Development. Two of those teachers also attended Advanced Placement training for A.P. Biology and A.P. Physics.

In addition to the above certifications, over the last four years, the entire Tech High staff has participated in professional development trainings for Project Based Learning Instructional Strategies through the Sonoma County Office of Education and has participated in Apple Teacher Training.

Individual teachers have attended trainings for ACSA Curriculum and Instruction, Restorative Justice, CADA Student Leadership training, Direct Interactive Instruction, ERWC training, Project G.L.A.D. language acquisition training, the U.C. Davis History Institute for The Holocaust, the Freedoms Foundation Entrepreneurship in America training as well as trainings for AP Government and Politics, AP Macroeconomics, AP Language and Composition, AP English and Literature, AP Spanish, AP Statistics and AP Calculus.

During the 2016-17 school year, two of the staff members completed their Master of Education degrees at Sonoma State University, both receiving diplomas for Educational Leadership.

## 13. Student Participation in Activities

Technology High School students participate in a variety of school clubs, including student leadership (ASB), the Robotics Team, Yearbook, Interact, National Honor Society, Speech Club, and other student-initiated organizations and activities. Students organize fundraisers which are normally social functions, including dances, barbecues, Local Area Network (LAN) parties, and movie nights held at the school. Students also participate in dances, such as Homecoming and Prom.

Technology High School has had an athletic program for 7 years with sports offered during the fall, winter and spring seasons. Although there are a number of sports offered, available sports may vary from year to year due to a lack of student interest or from an inability to recruit coaching staff. The table below outlines the expected sports offerings for the 2018-19 school year.

<b>Technology High School Sports</b>		
<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>
Girls Soccer	Girls Basketball	Baseball
Boys Soccer	Boys Basketball	Softball
Cross-Country (co-ed)	Dance team (co-ed)	Tennis (co-ed)
Girls Volleyball		Golf (co-ed)
		Track & Field (co-ed)
		Swimming (co-ed)

Statistics from 2017-18: 14 head coaches, 11 assistant coaches

Total students participating in athletics – 140/323 or 43% of student body are involved in one or more sports teams at Tech High.

Tech High competes in Division V sports against schools such as Sonoma Academy, Roseland University Prep, Rincon Valley Christian and St. Vincent De Paul High School.

**14. District policies/school financial support**

Technology High School receives funding based on ADA for all enrolled students.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

Level	Total Expenditures per Pupil	Expenditures per Pupil (supplemental)	Expenditures per Pupil (basic)	Average Teacher Salary
School Site	\$ 6,460.19	\$ 291.82	\$ 6,168.37	\$ 69,351
District	\$ 7,045.59	\$ 845.35	\$ 6,200.23	\$ 61,649
% difference for Site, District	- 8.3%	- 65.4%	- 0.5%	+ 13.4%
State	\$ 7,125	\$ 1,057	\$ 6,068	\$ 76,522
% difference for Site, State	- 9.3%	- 72.4%	+ 1.6%	- 9.4%

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

**Types of Services Funded (Fiscal year 2019-20)**

Funding Source	Funding Amount	Purpose
CTE	\$ 28,000.00	Robotics course funding

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**Student Performance Data:**

**1. English Language Proficiency Assessments for California**

This assessment does not apply, as upon enrolling, all students admitted to Tech High met the qualifications to be redesignated as English proficient.

**2. Local Assessments**

Due to differences in math instruction in different districts, Technology High School currently uses the Math Diagnostic Testing Project test to assess incoming freshmen and properly place them in the appropriate math course.

### 9. Results of the diagnostic test found in the 9<sup>th</sup> grade adopted texts

The Technology High School community does not require students to be assessed using the diagnostic tests found in 9<sup>th</sup> grade adopted texts.

### 10. CAASPP Data

Technology High School CAASPP Data 2017-18				
Achievement Level	CAASPP Data 2017-18 ELA		CAASPP Data 2017-18 Math	
	11 <sup>th</sup> Grade	All	11 <sup>th</sup> Grade	All
# of Students Enrolled	79	79	79	79
# of Students Tested	77	77	75	75
# of Students with Scores	77	77	75	75
Mean Scale Score	2688.8	n/a	2687.5	n/a
Standard Exceeded: Level 4	58.44 %	58.44 %	40 %	40 %
Standard Exceeded: Level 3	32.47 %	32.47 %	40 %	40 %
Standard Exceeded: Level 2	9.09 %	9.09 %	17.33 %	17.33 %
Standard Exceeded: Level 1	0.0 %	0.0 %	2.67 %	2.67 %
<b>% Exceeding Level 3</b>	<b>90%</b>		<b>80%</b>	

Technology High School CAASPP Data 2016-17				
Achievement Level	CAASPP Data 2016-17 ELA		CAASPP Data 2016-17 Math	
	11 <sup>th</sup> Grade	All	11 <sup>th</sup> Grade	All
# of Students Enrolled	82	82	81	81
# of Students Tested	80	80	81	81
# of Students with Scores	80	80	81	81
Mean Scale Score	2716.3	n/a	2717.0	n/a
Standard Exceeded: Level 4	73.75 %	73.75 %	49.38 %	49.38 %
Standard Exceeded: Level 3	23.75 %	23.75 %	37.04 %	37.04 %
Standard Exceeded: Level 2	1.25 %	1.25 %	9.88 %	9.88 %
Standard Exceeded: Level 1	1.25 %	1.25 %	3.70 %	3.70 %
<b>% Exceeding Level 3</b>	<b>96 %</b>		<b>86 %</b>	

Technology High School CAASPP Data 2015-16				
	CAASPP Data 2015-16 ELA		CAASPP Data 2015-16 Math	
Achievement Level	11 <sup>th</sup> Grade	All	11 <sup>th</sup> Grade	All
# of Students Enrolled	74	74	87	87
# of Students Tested	71	71	83	83
# of Students with Scores	70	70	81	81
Mean Scale Score	2690.8	n/a	2710.9	n/a
Standard Exceeded: Level 4	60 %	60 %	48 %	40 %
Standard Exceeded: Level 3	33 %	33 %	37 %	37 %
Standard Exceeded: Level 2	6 %	6 %	12 %	12 %
Standard Exceeded: Level 1	1 %	0 %	2 %	2 %
<b>% Exceeding Level 3</b>	<b>93 %</b>		<b>85 %</b>	

Technology High School CAASPP Data 2014-15				
	CAASPP Data 2014-15 ELA		CAASPP Data 2014-15 Math	
Achievement Level	11 <sup>th</sup> Grade	All	11 <sup>th</sup> Grade	All
# of Students Enrolled	87	87	74	74
# of Students Tested	84	84	71	71
# of Students with Scores	77	77	71	71
Mean Scale Score	2696.8	n/a	2699.2	n/a
Standard Exceeded: Level 4	64 %	64 %	38 %	38 %
Standard Exceeded: Level 3	29 %	29 %	39 %	39 %
Standard Exceeded: Level 2	6 %	6 %	18 %	18 %
Standard Exceeded: Level 1	1 %	1 %	4 %	4 %
<b>% Exceeding Level 3</b>	<b>93 %</b>		<b>77 %</b>	

Analysis of CAASPP data indicates that at the conclusion of 11<sup>th</sup> grade, 90% of ELA students and 80+% of Math students have exceeded Score level 3. The state statewide percentage of students scoring Level 3 or higher was 59.76 % on the ELA test, and 32.14 % on the CAASPP Math assessment. This high level of success can be attributed to the rigorous academic program at Tech High and the opportunities that Tech students have to take accelerated or AP courses in English Language and Composition as well as mathematics.

## 11. College SAT and/or ACT and Early Assessment Program Results:

The following charts represent student performance on the SAT and ACT tests in the year indicated.

Technology High School SAT ELA Data						
Year	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	% Meeting ELA Benchmarks
2016-17	82	62	61	1	62	100.0

Technology High School SAT Math Data						
Year	Grade 12 Enrollment	Number Tested	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	% Meeting Math Benchmarks
2016-17	82	62	56	1	57	91.94

For the 2016-17 testing year, College Board modified the scoring structure of the SAT test, adjusting the maximum score from 2600 to a maximum score of 1600.

Technology High School SAT Data								
Year	Grade 12 Enrollment	Number Tested	Avg. Score Reading	Avg. Score Math	Avg. Score Writing	Total Average Score	Total Number Scoring >1500	% Scoring >1500
2015-16	70	45	563	591	555	1709	38	84.44
2014-15	55	35	574	587	567	1728	30	85.71
2013-14	61	53	575	581	546	1702	40	75.47
2012-3	57	37	573	601	557	1731	28	75.86
2011-12	45	36	578	605	570	1753	33	91.67

Technology High School ACT Data								
Year	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >+21	Percent of Scores >+21
2016-17	82	35	26	27	27	26	33	94.29
2015-16	70	41	25	25	27	25	34	82.93
2014-15	55	32	27	26	27	26	29	90.63
2013-14	61	36	27	26	27	27	32	88.89

Analysis of SAT data indicates that a significant portion of the students score above the 52<sup>nd</sup> percentile (score of 1500). As defined by the College Board, a score of 1500 puts students in the 51<sup>st</sup> percentile, indicating that they scored better than one half of the students taking the test. SAT scores for Technology High School show that for 2014-15 and 2015-16, well over 80 % of the students scored above 1500 on the SAT. In fact, the average score for those two years was over 1700, putting Tech High students in the 73<sup>rd</sup> percentile (or higher).

## 12. Advanced Placement Test Results

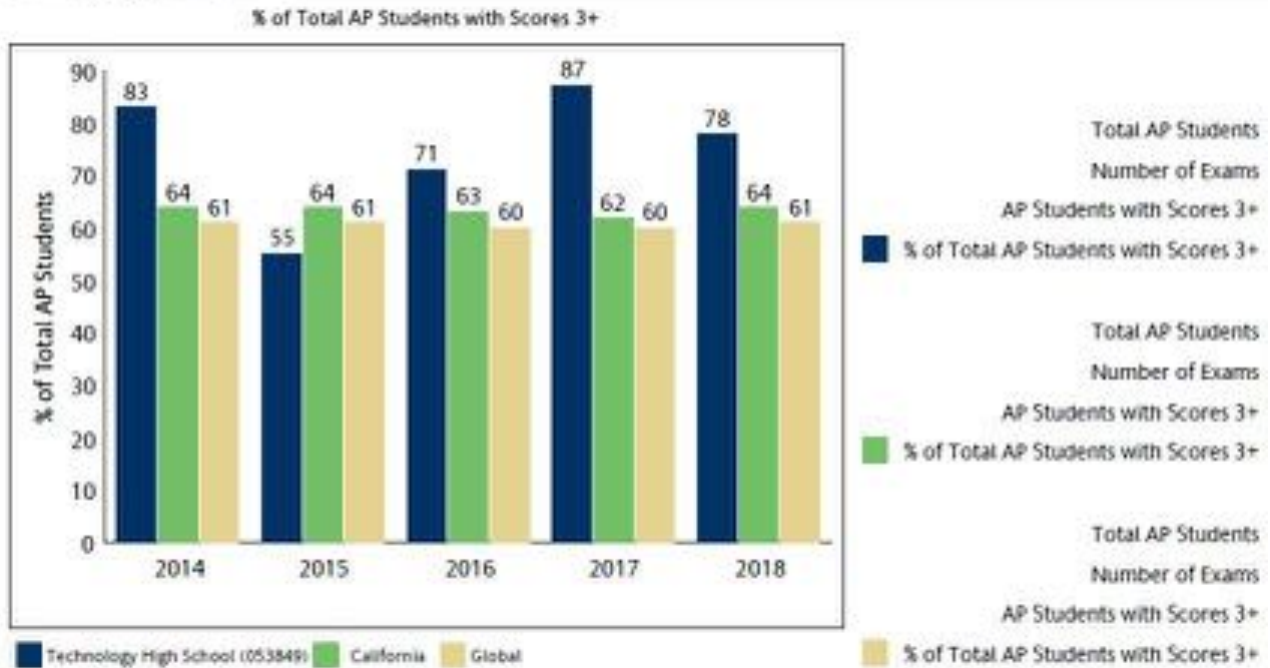
Technology High School currently offers Advanced Placement courses in Biology, Calculus, Economics, English, Government, Physics, Spanish, Statistics, and US History. Chemistry will be added for the 2019-20 school year and will be taught in alternating years with Physics.

The graph and chart below show five years of data at the school, state and global levels. The graph illustrates the year-by-year change in the percentage of AP students with scores of 3 or higher. The table that follows provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher.

Technology High School AP Data								
Year	Enrollment 10-12	Enrollment 12	Number Tested	AP score = 1	AP score = 2	AP score = 3	AP score = 4	AP score = 5
2016-17	257	82	112	21	31	84	57	31
2015-16	249	70	108	30	51	63	45	24
2014-15	219	55	67	15	32	25	16	5
2013-14	196	61	23	4	2	9	5	10

Number of passing scores (3 and above) has adjusted upwards after an initial drop in 2014-15, likely due to a large influx of test scores caused by the popularity of AP classes with Tech students who may or may not have been prepared. 2017-18 was the first year of student self-selection for AP exams. Prior to that year, all students enrolled in an AP course were required to take the AP exam for their course.

Other changes in AP results are due to adding additional AP courses over the previous five years. 2013-14 marks the first year for AP US History and AP English Literature. AP Government was added in 2014-15, and AP English Composition was added for the 2015-16 school year, while AP Macroeconomics was added for the 2016-17 school year. AP Spanish Language and Culture was added for the 2017-18 school year. AP Physics was added for the 18-19 school year, and AP Chemistry will be added for the 19-20 school year.



The table below shows the total number of unique students enrolled in the AP program at Tech High. The number of exams is the total number of exams taken by AP students that year, along with the number of students with AP scores of 3 or higher. As the data indicates, there has been an increase in interest in taking AP courses. When compared to both California and global results, Technology High School students tend to score well on AP exams, indicated by the high percentage of students scoring 3 or higher on the exams.

	2014	2015	2016	2017	2018
<b>Technology High School (053849)</b>					
Total AP Students	23	67	108	112	110
Number of Exams	30	93	213	224	235
AP Students with Scores 3+	19	37	77	97	86
% of Total AP Students with Scores 3+	82.6	55.2	71.3	86.6	78.2
<b>California</b>					
Total AP Students	354,227	372,502	396,254	416,758	425,404
Number of Exams	668,479	707,509	749,392	791,238	804,692
AP Students with Scores 3+	227,801	237,063	247,846	259,641	271,028
% of Total AP Students with Scores 3+	64.3	63.6	62.5	62.3	63.7
<b>Global</b>					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,832,689
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,145,020
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,736,876
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3



The following chart compares AP enrollment vs. non-AP enrollment. The data below indicates that a significant portion of the student body chooses to take the AP version of a course over the non-AP version. One interesting point to note is that at Technology High School, AP Biology is offered as a Sophomore level science course, and a majority of the sophomore class chooses the AP version of the course. One other point to note is that to maximize access to students, the Physics course at Tech High is the only available Science course for 11<sup>th</sup> and 12<sup>th</sup> grade students. The Physics course is offered both as an AP and non-AP course. The enrollment numbers for that class reflect that larger group of combined grade levels. For the 2019-20 school year, all Juniors and Seniors will take Chemistry, with AP Chemistry being offered for those who choose. From that year forward, Physics and Chemistry, with an AP option, will be taught in alternating years.

Technology High School AP Enrollment 2018-19		
Course	Total Enrolled in AP	Total Enrolled in non-AP
Biology	38	36
Calculus AB	12	n/a
Calculus BC	28	n/a
Economics	32	42
English Language and Composition	48	32
English Literature and Composition	24	51
Government	32	42
Physics	33	123
Spanish	20	n/a
Statistics	18	n/a
US History	32	39

### Enrollment in Santa Rosa Junior College Classes

Enrollment of THS students at Santa Rosa Junior College					
Academic Semester	# students enrolled	Academic Semester	# students enrolled	Academic Semester	# students enrolled
Spring 2018	70	Summer 2018		Fall 2018	36

### Number of student meeting UC/CSU a-g requirements for college admission

Academic Year	% of graduates meeting UC/CSU A-G requirements
2017-18	84 %
2016-17	85.3%
2015-16	88%

Note- 100% of students at Technology High School were enrolled in A-G approved courses.

## 15. Report Card Analysis

Transparency in grading is emphasized at Technology High School. Grades for individual courses are available to students and parents through the Parent Portal on Power Schools. Students are also able to access course assignments and agendas online so that they can access their daily work and download documents used in their classes. Students at Technology High School are expected to take responsibility for their own learning and to become independent learners. The use of the technology-based learning tools adds a level of responsibility by ensuring that students have access to course materials and know what they must do to be successful.

Although the staff at Technology High School reviews students grades at the end of every semester, the recent switch to a new student management and grading system has created some issues around accessing student grade data. The new system has been inconsistent in determining the number of each letter grade given; multiple search queries produce multiple different results. As a result, the staff has been unable to review semester letter grades given.

## 16. Graduation Rates

Students are attracted to Technology High School as a stepping stone to both college and a career after high school. Students enrolled in Technology High School have been accepted to many colleges and universities around the nation, including:

All 9 UC Campuses

Yale University

Harvard University

Brown University

University of Southern California

Embry Riddle Aeronautical University

Rochester Institute of Technology

All California State University Campuses

Purdue University

University of Notre Dame

Stanford University

Penn State

University of Oregon

University of Arizona

In addition to their normal high school coursework, many Tech High students enroll in elective and advanced courses at the two locations of the local community college, Santa Rosa Junior College. Technology High School students also take online courses through Brigham Young University and other accredited, online institutions.

Technology High School Graduation Rates (2016-17)						
Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Technology High	85	81	95.3 %	60	0	46
Cotati-Rohnert Park Unified	507	416	82.1 %	190	10	145
Sonoma County	5,385	4,408	81.9 %	1,645	517	949
Statewide Total	493,795	408,124	82.7 %	203,648	44,594	97,907

## Graduation Rate

Year	Graduation Rate
2017-18	97.8%
2016-17	95.3%
2015-16	98.6

*Note: The graduation rate for Technology High School as listed on the CDE website for 2017-18 is incorrect. A request for correction has been made through the CDE.*

## 17. School Recognition

Technology High School has earned the **Magna Award** from the *American School Board Journal*; **The California Distinguished School Award** (2005, 2009, 2013); *U.S. News & World Report's America's Best High Schools Program* (2009, 2010, 2017, and 2018). In 2018, Technology High School was named by to the AP College Board District Honor Roll and was identified as one of the Top 10 Schools in the San Francisco Bay area for SAT scores. The school has also been awarded numerous grants, and both student and staff achievement awards.

## 18. Summary

At this stage of analysis, we are making significant progress in our Advanced Placement test scores as well as the number of students who are participating in AP classes. Due to the demand of students wishing to take AP classes, we've been able to increase the types of courses we offer as well as the number of courses we can offer in each subject area. Students continue to perform well on the exams, passing at levels well above both the state and national average. The availability of courses allows us to work toward closing the achievement gap for our socioeconomically disadvantaged student population, providing choices for students in their approach to Advanced Placement courses and exams.

In addition to offering more AP choices, we have been working toward increasing college prep visual and performing arts options in hopes of recruiting and maintaining a more diverse population in terms of gender, ethnicity, and socioeconomically disadvantaged students. We now offer courses such as Yearbook, Digital Film, Drama, and Digital Photo. Santa Rosa Junior College also offers a visual art course on our campus after school. Based on student surveys, students have also expressed interest in adding both choir and band. Our hope is to continue to attract diverse populations with the addition of a music program on campus. With these increased course offerings, we were able to provide a more equal balance in gender in our freshmen class. As for an ethnically diverse population, we do not reflect the diverse population of the community or the county. With our campus moving to a historically ethnically and socioeconomically diverse area of town, we foresee more students from that area applying to Tech High based on ease of transportation and access to services from the nearby district office and middle school.

A review of the data from above indicates that by and large, students at Tech High consistently perform well. Overall, academic performance ratings based on standardized tests, including SAT, ACT and AP testing indicate that by any measure, students at Technology High School outperform the average of both county and state performance measures. A high rate of graduation and low disciplinary rates further reinforce the readiness of Tech High graduates for college and career.

Notable highlights of the data include:

- The SFGate website recently published an article listing the top 20 schools that boast the best SAT scores in the Bay Area. Based off of the annual data released by the Department of Education in July of 2018, Technology High School was listed at 10th place; 91.94% of students met the benchmark by the state's Department of Education.
- Tech High is well above every ACT benchmark for 2013-2017. Math scores have stayed the most consistent, reflecting the stability in the math department. The number of students scoring above 21 is generally increasing.
- In the past four years, starting with 2013-14, the number of students taking AP exams has increased. The number of tests taken per AP student has also increased each year. This is due to the addition of AP more classes, and it shows that Tech High is continuously striving to better prepare its students for college. On average, Tech High performs well above the California and national average.
- Technology High School has outstanding graduates, as can be seen with our Cohort Graduation rate, our percentage of students meeting UC/CSU requirements, and the percentage of students earning a Golden State Seal Merit Diploma. First, our Cohort Graduation rate is 95.3% which is 13.4% greater than the Sonoma County graduation rate of 81.9% and is 12.3% greater than the 83% California graduation rate. For UC and CSU's, 70.6% of our graduates meet requirements which is 40.1% higher than general Sonoma County graduates. 54.1% of Technology High School Graduates earn a Golden State Seal Merit Diploma, while 17.6% of the county earns a Golden State Seal Merit Diploma.
- Although the overall academic data is positive, we must note that grades from the Fall semester of 2018, show a drop in the number of 'A' grades earned, and an increase in the number of 'D' and 'F' grades. We believe this is due in large part to the Engineering instructors adapting to the new curriculum and the curriculum being somewhat unfamiliar to them. We expect the number of 'D' and 'F' grades to decrease as students and teachers adjust to the expectations of the coursework.

Although Technology High School clearly has many academic strengths, the demographic data presents clear areas in need of improvement. Most importantly, the gender and ethnicity data doesn't fully reflect the gender and ethnicity breakdown of the surrounding community and county. Although there have been minor annual changes in the ethnicity and gender ratios at Tech High over the years, the school is still below average for county gender and ethnicity. It is important to pursue steps for the future, to attract minority students and females to the school.

- On average, from 2013-2019, the female ratio at Tech High has stayed relatively constant at 37.6%, which is 13.5% below the Sonoma County average of 51.1%. The current Freshman class gives hope that the gender ratio is changing, as the current freshman class is 48% female, which is 7% higher than the outgoing senior class, with 41%.
- Regarding the ethnicity statistics of students in Technology High School in the years 2014 through 2018, there are many positive trends of diversity. To compare ethnicity populations, we used the census of Sonoma County in 2018; although Technology High School is located in the Cotati Rohnert Park Unified School District, most students are from the broader Sonoma County area. As a positive, compared to the census of Sonoma County in 2018 the Asian and Filipino, Pacific

Islander, and Multi-Ethnicity populations are on average higher at Tech High than the county. As a negative, the American Indian, Hispanic and Latino, and African American populations are on average less than the populations of the county. Overall, the white only population of Tech is less than the average white population of Sonoma County and could be seen a positive aspect of diversity.

An overview of the data suggests that Technology High School is a high-performing positive environment for students. Like any other school, there are areas for improvement, but there are already indicators of positive change. Moving forward, developing concise, coherent Action Plan items will help the students, staff and stakeholders at Tech High to continue to achieve and move forward.



## Chapter III: Self-Study Findings

## Chapter III. Self-Study Findings

### A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1: Organization Criterion

***A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?***

***and***

***b) Is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?***

The governing board supports Technology High School to ensure that all students achieve their highest potential. Funding was provided for the addition of three new Advanced Placement courses (Biology, Spanish, Physics), and three new Project Lead The Way engineering courses (Principles of Engineering, Environmental Sustainability, Engineering Design and Development), including funding for instructors to attend multi-week summer trainings.

Findings	Evidence
<p>The school has a clearly defined vision statement.</p> <p>The governing board supports Tech High by funding renovation of a shuttered elementary school to be the new home of Tech High.</p> <p>The central administration supports Technology High School by providing the funding and resources necessary to successfully accommodate a full complement of students.</p> <p>A vision for the use of technology is supported by the school-wide learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Vision statement was updated during the 2017-18 school year and is revisited annually. Members of all stakeholder groups were involved in conversations to develop and refine the school's vision statement.</li> <li>• School board minutes</li> <li>• Addition of more FTE's</li> <li>• District budget</li> <li>• New computer software for education: PowerSchools, NoRedInk, TurnItIn</li> <li>• Test scores</li> <li>• Grading rubrics</li> <li>• Purchase of 60 HP laptops, 30 MacBook Pro computers, iPads, Chromebooks in mobile carts for student use.</li> </ul>

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data driven instructional decisions for the school? To what extent does the governing board delegate implementation of these policies to the professional staff? To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?**

The governing board supports the state standards, which are an intrinsic part of the development of the school wide learning outcomes. The governing board delegates implementation of the policies to the professional staff through Superintendent’s monthly staff newsletter, School Board presentations, and District office memos. The governing board regularly monitors results through district communication and annually at the end of the year.

Findings	Evidence
<p>The school wide learning outcomes at THS support the district goal of rigorous instruction and academic excellence</p> <p>The original school wide learning outcomes were developed by all stakeholders-teachers, parents, partners, students and administrators</p> <p>The school wide learning outcomes are communicated to the School Board annually at the end of the year.</p> <p>The district administration and the School Board support the state standards, which are an intrinsic part of the development of the school wide learning outcomes.</p>	<ul style="list-style-type: none"> <li>• 2017-18 District Goals and Objectives</li> <li>• Copy of school wide learning outcomes have been carried forward</li>   <li>• Self-study findings 2015</li> <li>• School board meeting agendas/ minutes</li>   <li>• School Board presentations</li> <li>• Superintendent's monthly staff newsletter</li>   <li>• District communication from Superintendent to staff regarding school staffing</li> <li>• Technology training</li> <li>• District Education Summit</li>   <li>• District office memos regarding highly qualified teachers</li> </ul>



**A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?**

Student achievement has risen demonstrably at Technology High School. In addition, as the school moves forward with programs designed to make the curriculum accessible to a wider variety of students, the staff has collaborated to create support structures to further maintain the high standards of Technology High School. As an example, the Algebra I class closely supports the Integrated Science 1 and Principles of Engineering courses by providing additional instruction on complicated mathematical concepts. Tech High has also increased significantly the number of Advanced Placement course offerings to better prepare students for college acceptance.

Findings	Evidence
<p>Teachers and the principal regularly analyze, evaluate, and utilize data to target general areas for growth. Teachers meet as a united staff to create action plans that address specific needs based on the data gathered.</p> <p>The administration encourages staff involvement and stakeholder input in planning and implementation of the school wide plan.</p> <p>The staff and principal regularly promote student achievements</p> <p>Students complete rigorous academic coursework that serves to prepare them for success in college.</p> <p>Small faculty and staff allows for an ongoing focus on making decisions and initiation of activities to aid students in successfully completing school-wide learning outcomes</p> <p>The administration, counselor, and teachers examine the master schedule and course offerings to assure graduation standards are met and students receive rigorous coursework that qualifies them for entrance to four-year universities. Tutoring by peers and by SSU students is provided to students who have an academic need.</p> <p>The school administrator, counselor, teachers, and classified staff work together to address attendance as it correlates to academic success.</p>	<ul style="list-style-type: none"> <li>• Enrollment demographics</li> <li>• CAASPP testing results</li> <li>• SAT, ACT, AP test results</li> <li>• Percentage of students fulfilling graduation requirements</li> <li>• Percentage of students fulfilling college admission requirements</li> <li>• Ethnicity breakdown data</li> <li>• Staff meeting agendas</li> <li>• Prior/current student grades</li> <li>• D/F list</li> <li>• Leadership team meeting agendas</li> <li>• Action plans for WASC</li> <li>• Single Site Plan</li> <li>• PTSA agendas</li> <li>• Staff meeting agendas</li> <li>• School newsletter</li> <li>• Annual awards night</li> <li>• College acceptance recognition displays</li> <li>• Guidance counselor displays</li> <li>• Wide range of AP courses offered</li> <li>• All core courses college prep</li> <li>• Faculty meeting agendas</li> <li>• Counselor files</li> <li>• SST conferences</li> <li>• Master Schedule</li> <li>• Addition of Freshman Essentials for all 9<sup>th</sup> grade students</li> <li>• Course descriptions</li> <li>• Course requests from students</li> </ul>

<p>The staff addresses school issues to improve student achievement and improve school climate.</p> <p>The school counselor and administration use benchmark data, PSAT and SAT data, and semester grades to identify students who need additional academic support.</p>	<ul style="list-style-type: none"><li>● E-mails to parents from the counselor and principal</li><li>● Peer tutoring logs</li><li>● E-mails to parents from the counselor</li><li>● E-mails to parents from the principal</li><li>● Daily attendance calls</li><li>● Attendance letters to parents</li><li>● Parent conferences SSTs, IEPs, and 504s</li><li>● Classroom visits</li><li>● Emails, phone calls home when needed</li><li>● Counselor logs and notes</li><li>● Schedule changes</li></ul>
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**A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?**

A highly-qualified, highly motivated, and student-centered staff engaged in ongoing, aligned, student-learning outcomes based professional development is an integral component of advancing and sustaining high expectations for academic achievement in a high-achieving and high performing setting.

Findings	Evidence
<p>94 percent of the faculty of Technology High School is fully qualified and their assignments maximize each teacher’s training and expertise</p> <ul style="list-style-type: none"> <li>• 2 teachers are considered preliminary interns</li> </ul> <p>The faculty at Technology High School is supported by time and personnel for planning and professional development to facilitate the academic standards and school-wide learning outcomes</p> <ul style="list-style-type: none"> <li>• The faculty agreed to add FIVE (5) minutes on to each instructional day; to create 11 shortened days devoted to collaboration, planning, and professional development</li> <li>• District-level leadership collaborated with site to formally create (2) teacher/departamental leadership positions; hence, formally delegating responsibility for curricular designs and implementations to site-level teacher leaders</li> </ul> <p>The Technology High School Core Leadership meet monthly to discuss the academic shifts of Project Based Learning, interdisciplinary units and collaboration to increase student engagement and achievement; and the overall implications for teaching and learning as it relates to students</p> <ul style="list-style-type: none"> <li>• The Site Core Leadership Team consists of: Principal; Counselor; (2) Interdisciplinary Department Chairpersons; ASB Coordinator; Head Teacher; Athletic Director; and Office Manager</li> </ul> <p>The small size of faculty and the school allows for easy communication and student-learning outcomes-based decision making</p>	<ul style="list-style-type: none"> <li>• CBEDS</li> <li>• Employment records</li> <li>• Credential Reports include employee name, credential(s), certification type, certificate level, number, and expiration date</li> <li>• Schedule of assignments</li> <li>• School Board policies, regulations, and by- laws binders</li> <li>• Master Calendar: 11 professional development days</li> <li>• (2) Interdisciplinary Department Chair positions: department chair stipends</li> <li>• Professional Development day sign-in sheets</li> <li>• Site Core Leadership Meeting agendas</li> <li>• Faculty meeting agendas</li> </ul>

**A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

The existing staff emphasizes teacher leadership capacity and ongoing collaboration and focuses on student-learning outcomes. Instructional design is the centerpiece of advancing and sustaining a high achieving and high performing academic setting.

Findings	Evidence
<p>The staff of Tech High meets regularly in both content area and cross-curricular groups to facilitate the formulation and implementation of periodic common assessments, student-learning outcomes, and the implications of the impending district-wide Common Core State Standards</p> <p>Tech High staff is engaged in ongoing collaboration pertaining to student-learning outcomes and their related impact on instructional designs and intervention strategies</p> <p>Adherence to high professional standards is expected</p>	<ul style="list-style-type: none"> <li>• Staff meetings and cross-curricular meetings</li> <li>• Master Calendar (Blueprint administration dates)</li> <li>• Meeting calendar</li> <li>• Staff meeting agendas</li> <li>• Master Calendar-Professional Development Day schedule</li> <li>• Highly qualified staff and many have advanced degrees</li> <li>• All temporary/intern staff members are involved in Credentialing programs; and have completed preliminary induction requirements pursuant to subject-area credentialing</li> </ul>

**A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?**

With budgets dwindling, Tech High does not have much discretionary money. Nonetheless, all stakeholders work hard to provide a vibrant learning atmosphere. The THS PSTA has created an annual fund to help support the technology goals of Tech High. They have supported increased technology, science equipment

Findings	Evidence
<p>PTSA organized fundraisers to raise money for special projects, classroom materials, equipment, and supplies that enhance the school environment.</p> <p>30 new Chromebooks were purchased by PTSA</p> <p>District support for two additional Chromebook carts,</p>	<ul style="list-style-type: none"> <li>•PTSA meeting agendas and minutes</li> <li>•Technology Classroom supplies</li> <li>•Scholarships</li> <li>•Master Schedule</li> <li>•Computer Lab</li> </ul>

## **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

### **Areas of Strength**

- The small size of the school lends itself to frequent and easy communication among staff. Perceived student needs can be identified and addressed in a timely manner. In this way, staff can quickly adjust to the needs of students and adapt instruction and/or remediation to maximize student success.
- The Freshman Essentials and Academic Essentials courses provide direct support to students to enable them to meet their academic goals.
- Students are honored for academic excellence at Community Meetings.

### **Areas of Growth**

- As the school grows there is a need to reinforce support measures to ensure the continued academic success of our students.
- There is a need to ensure continued cohesiveness among students and staff as the school grows and expands.
- There is a need to continue our work to align the curriculum with the California Content standards.

## B. Standards-based Student Learning: Curriculum

### 1. To what extent do all students participate in a rigorous, relevant, & coherent standard-based curriculum that supports achievement of the academic standards and ESLRs?

The Tech High teaching staff is focused on high academic expectations, relevant curriculum, and interdisciplinary content. Teachers in related content areas regularly coordinate curriculum and joint assessments to ensure an educationally connected student experience.

Findings	Evidence
<p>Current educational documents are used to assist in work with academic standards and ESLRs.</p> <p>Curriculum is aligned with California Common Core Standards.</p> <p>Curriculum reviews in all subject areas assure coverage of standards and our ESLRs.</p> <p>Student work, participation, &amp; products demonstrate adherence to standards and course outlines.</p> <p>Faculty members meet as needed to review articulation concerns within our school.</p> <p>Master schedule emphasizes the school's focus on science and engineering.</p> <p>Integration of the curriculum is commonplace and encouraged by administration.</p>	<ul style="list-style-type: none"> <li>• Copy of standards</li> <li>• Teach to standards</li> <li>• Exploration of interim assessments</li> <li>• ERWC writing, expository reading, &amp; writing course</li> <li>• District-approved textbooks and literature</li> <li>• Integrated student samples</li> <li>• Math supports for Algebra I/Integrated Science students</li> <li>• Instructors have used grants awarded by outside agencies to pay for release time to meet and coordinate/review curricula.</li> <li>• Yearly review of course content by all instructors &amp; within disciplines.</li> <li>• Seamless science curriculum for 9 – 11.</li> <li>• Instructors collect &amp; evaluate samples of work for internal review and for exhibition to District administration.</li> <li>• End-of-year math/science project for 11<sup>th</sup> grade students.</li> <li>• PLTW Engineering classes that build on one another</li> <li>• All academic classes are approved through UC/CSU Doorways as college prep</li> <li>• Increased Advanced Placement course offerings</li> <li>• Teachers routinely meet informally to coordinate curriculum</li> <li>• Administrative policy is to coordinate curriculum &amp; time is allocated for subject area curriculum development</li> <li>• School schedule was adjusted to provide weekly common planning time</li> </ul>

**2. To what extent do all students have access to the school’s entire program & assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

Tech High provides numerous avenues for student access to its academic and extra-curricular program as well as the support necessary for student success in that program.

Findings	Evidence
<p>Collaboration with local colleges and universities encourages students to reach beyond the required standards.</p> <p>Many campus clubs and activities focus students toward various career goals.</p> <p>Counselor maintains contact with students, mapping present and post-high school expectations/goals.</p>	<ul style="list-style-type: none"> <li>• Grade level meetings with counselor, student and parents each year to discuss progress and discuss future education plans.</li> <li>• Interact Club, NHS</li> <li>• Yearbook Class</li> <li>• Guest speakers, including Interact and Rotary, give presentations to students regarding outreach and community involvement.</li> <li>• A percentage of our 11<sup>th</sup> &amp; 12<sup>th</sup> graders enroll in college classes at SRJC.</li> <li>• College courses fulfill requirements for standards content, but most go beyond the high school standards.</li> <li>• Limitations of a small school environment are ameliorated by participation in college courses.</li> <li>• Variety of clubs supported by the school, including Robotics Club, Creative Writing Club, Engineering Club, Interact, NHS</li> <li>• Peer tutoring for math provides additional support for struggling students</li> </ul>



**3. To what extent are all students able to meet all the requirements of graduation upon completion of the high school program?**

The Tech High 4-year academic program is completely a – g compliant. Students are routinely scheduled into a full program at Tech High or into a partial program at Tech High with additional courses at SSU or SRJC. experience 97% graduation rate, 85% A-G compliance and a high national college and university acceptance rate.

Findings	Evidence
<p>Curricula are satisfactorily preparatory for success at university level.</p> <p>Student achievement is measured by performance on CAASP tests administered to all students.</p> <p>All students receive up-to-date information and guidelines to meet university entrance requirements.</p> <p>Students are provided many opportunities to receive information about work, academic, and professional worlds.</p> <p>Students have access to Naviance to help create and manage college goals and applications</p>	<ul style="list-style-type: none"> <li>• AP exam results</li> <li>• PSAT and SAT exam results</li> <li>• Field trip(s) Guest speakers</li> <li>• Graduate exit survey</li> <li>• CAASP results.</li> <li>• All students have access to Naviance</li> <li>• Junior &amp; senior student reviews with counselor visits to assist students with Naviance and preparation for college to allow the greatest measure success in college application process.</li> <li>• Four-year individualized learning plans.</li> <li>• Emails home from the counselor, providing newsletters and updates.</li> <li>• Use of field trips to demonstrate professional opportunities.</li> <li>• Outside speakers in many disciplines are invited to speak to students at all grade levels.</li> <li>• Robotics competition.</li> </ul>

## **Category B: Standards-based Student Learning: Curriculum**

### **Areas of Strength**

- The academic program at Tech High pushes students in to college bound roles and opportunities.
- There is the expectation among staff and students to comply and excel in tasks.
- There is the expectation that students will learn to think divergently, exploring other ideas and opinions.
- Individualized support provided by the counselor and the administrative staff.
- Emphasizes strength of testing results
- Academically oriented clubs reinforce curricular practices.

### **Areas of Growth**

- There is a need to increase the diversity of electives offered and options for the arts.
- More time to allocate professional development and planning for PBL and cross-curricular units, this is to help us focus on our mission and vision.

## C. Standards-based Student Learning: Instruction

### 1. *To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?*

The program at Tech High is rife with challenging learning experiences. Course curriculum is designed to be engaging, to push students to think critically, and to encourage the formation of new perspectives. Finished products in a Project Based Learning system demand that students have mastery over the material on a detailed level and to understand the process they went through to produce their final product. As a staff, Tech High teachers use student interest, relevant events, and state and district standards to develop academically challenging and pertinent curricula. Because we excite students about learning, motivation among Tech High students is high. The results are academic success and graduates who are prepared to enter the next phase of their lives. Furthermore, Tech High’s grading system enables teachers and students to identify strengths and weaknesses based on the evaluated Expected School-wide Learning Results.

Findings	Evidence
<p>Instruction within the classroom, and the structure of Tech High itself, is set up to facilitate differentiation for students of multiple academic levels. Students at Tech High have access to advanced placement classes and the encouragement to attend JC classes for high achievement students. Students in need of remediation are able to access alternative academic avenues, including the school district’s online credit recovery program.</p> <p>Students have a clear understanding of expected performance levels for each academic discipline (i.e. Science/Engineering, History, English, Math, etc.)</p> <p>Students have a clear understanding of expected performance levels in key grading metrics across disciplines (i.e. Work Ethic, Oral Communication, Written Communication, etc.)</p>	<ul style="list-style-type: none"> <li>• Project Based Learning, the core philosophy of Tech High, allows students with different types of intelligences to express what they have learned through multiple forms of finished products (see attached entry documents).</li> <li>• Freshman essentials to support the transition into High school</li> <li>• Detailed rubrics and syllabi are used by all teachers.</li> <li>• Entry documents that set up each project and clearly outline expected products.</li> <li>• Description of grading categories found on teacher websites.</li> <li>• PLTW engineering course of study.</li> </ul>

<b>Expected School-wide Learning Results:</b>	
<p><i>Critical Thinking</i> – Students demonstrate higher level thinking abilities, including problem solving, problem analysis, and self-critique of work.</p>	<ul style="list-style-type: none"> <li>• The project-based curriculum provides for a very open-ended curriculum, which allows students to explore uniquely individual solutions to problems and projects presented in class.</li> <li>• A majority of Tech High teachers use critical thinking as one of their grading categories.</li> </ul>
<p><i>Technology Literacy</i> – All students have had basic instruction in video presentation, presentation software, word processing, and spreadsheets. Students use the PLTW interface to engage in engineering-specific software. Students and teachers use Google Classroom to help manage classrooms.</p>	<ul style="list-style-type: none"> <li>• Multiple classes across the curriculum have projects requiring the production of a video or multimedia presentation. Digital Film and Digital Photo emphasize the use of filming and photo and video editing. Both the Robotics class and the Principles of Engineering class have a significant coding component.</li> </ul>
<p><i>Curricular Literacy</i> – Academic course work is rigorous and meets Common Core State Standard.</p>	<ul style="list-style-type: none"> <li>• Teachers use CCSS framework materials to help in the development of content and curriculum.</li> </ul>
<p><i>Oral Communication</i> – The Tech High curriculum provides students many opportunities to improve and hone their oral presentation skills.</p>	<ul style="list-style-type: none"> <li>• In most of their classes, students are often required to present the results or findings of an assignment to their classmates, allowing them abundant opportunity to develop and improve public speaking skills.</li> <li>• When possible and appropriate, parents, community members and available staff members are invited to watch and critique student presentations.</li> <li>• Rube Goldberg</li> </ul>

<p><i>Written Communication</i>—As a staff, Tech High teachers are committed to emphasizing and improving student writing.</p>	<ul style="list-style-type: none"> <li>• Students are required to write essays in all disciplines.</li> <li>• Establishment of English, Reading, Writing and Composition – ERWC – for seniors.</li> </ul>
<p><i>Collaboration</i> – Collaboration is an integral component to the Project Based Learning Environment, as such students are required to work together and develop strong interpersonal skills.</p>	<ul style="list-style-type: none"> <li>• Across all grade levels and across the curriculum, many activities and projects are done in groups, fostering the development of interpersonal skills through group work.</li> </ul>
<p><i>Career Preparation</i> – Tech High students are exposed to different career paths and are well prepared to enter higher education or the job market.</p>	<ul style="list-style-type: none"> <li>• Tech High students receive career counseling from the Tech High counselor.</li> <li>• Tech High students use Naviance to explore career paths and access college and career planning</li> </ul>
<p><i>Citizenship and Ethics</i> – Tech High students have shown active support for their community, both on the local and national level. Through various acts of charity they have demonstrated a strong sense of citizenship and a formidable ethical foundation.</p>	<ul style="list-style-type: none"> <li>• ASB sponsors an annual canned food drive, a coat drive and a kindness initiative</li> <li>• Character Strong curriculum in Freshman Essentials and Leadership includes kindness education digital citizenship</li> <li>• Tech High students initiated an annual clothing drive for a local teen shelter.</li> <li>• Forty hours of community service is a requirement for graduation.</li> </ul>

**2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

By nature, Project Based Learning (PBL), the philosophy that Tech High is based on, is designed to be engaging by putting students in real world situations. This forces teachers to create curriculum that incorporates a variety of learning strategies paired with non- textbook resources to excite students about education. While Tech High does focus on written and oral communication, our program also demands students to demonstrate content knowledge through artistic media and technology, including website design, coding, video productions, and digital media manipulation. By offering a variety of forms of expression, students are inspired to succeed, are empowered by their ability to choose and are ultimately better prepared to deal with the decisions they will face after high school. PBL units are often open ended; as a result, students must employ higher order thinking skills to support their findings.

Findings	Evidence
<p>Tech High teachers develop and employ various teaching strategies to accommodate multiple student learning styles.</p> <p>Teachers use a variety of resources outside of the textbook to help students succeed at high levels.</p> <p>Tech High students are often required to work in groups to accomplish a common goal. The result is a large number of students actively engaged in learning.</p> <p>Technology use is a focus of the school. Students get many opportunities to use different forms of technology to help them succeed at high levels.</p>	<ul style="list-style-type: none"> <li>• Entry documents for PBL units set forth, in a creative manner, a “real-world” scenario that students must work through in a variety of different ways.</li> <li>• Along with traditional lectures and handouts, students also learn through peer teaching, teacher facilitated discussion, and guest speakers.</li> <li>• When it is not possible to use completely authentic learning experiences, entry documents may be written as requests for proposals from fictitious businesses or organizations that require the services of the student, leaving the teacher in the role of supportive mentor.</li> <li>• Tech High students have access to a variety of platforms, the internet and the SSU library with its multimedia collection and online databases and the SSU Writing Center. Students are encouraged to bring their own laptops or smart phones to use.</li> <li>• Many teachers have websites which course materials, documents, links for additional information and other support documents.</li> <li>• Observation of Students</li> </ul>

## **Category C: Standards-based Student Learning: Instruction**

### **Areas of Strength**

- Varied resources and varied teaching approaches help to create a diverse, engaging learning environment.
- Interdisciplinary projects are engaging and show the interconnectedness of topics.
- Projects provide hands-on, practical challenges, resulting in meaningful learning and practical application of content.

### **Areas of Growth**

- Increase opportunities for interdisciplinary components to all subjects.
- Establish at least one non-traditional educational component in every class or subject area.
- Extend use of technology to all classrooms.
- Ongoing PBL professional development

## D. Standards-based Student Learning: Assessment and Accountability

### 1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Technology High School staff and administration use a wide variety of tools to analyze and share student performance data. Student performance on SBAC, PSAT, SAT, and ACT tests are considered and analyzed with feedback informing future instruction. Parents, students, and community stakeholders are apprised of results in multiple formats.

Findings	Evidence
<p>The school uses CAASP testing to report student performance data to the parents and other shareholders of the community.</p> <p>The school website, PowerSchools, weekly newsletters and social media posts give parents and other shareholders of the community an opportunity to read messages from teachers regarding individual classes and learn about clubs and other extracurricular activities.</p> <p>Student grades are available through PowerSchools. Most teachers also use Google Classroom.</p> <p>Students at Technology High School are assessed through district and state and national assessment tools. The data generated by these forms of assessment are used by THS staff to assess student's learning and reflect on our current program.</p> <p>Parents and students are informed of testing dates and are given information regarding use and value of these tests.</p> <p>Counselor uses results to assist in student placement.</p>	<ul style="list-style-type: none"> <li>• SARC report</li> <li>• SITE math diagnostic/placement exam for 9th graders</li> <li>• Newsletter, emails, call home (for example, see appendix)</li> <li>• School website, social media, Facebook, Twitter</li> <li>• On line grade-book</li> <li>• PSAT, SAT, ACT</li> <li>• Exploration of interim assessments</li> <li>• School website</li> <li>• Administrative, counselor, teacher, and district communication (school site webpage, weekly newsletter)</li> <li>• District calendar</li> <li>• Data disseminated to staff to review and develop curriculum around student weaknesses</li> <li>• Counselor meets with parents and students regularly</li> <li>• Weekly Principal and Counselor newsletter</li> </ul>



**2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Use of a variety of assessment strategies is a strength of Technology High School. In addition to formal tests and quizzes etc. a heavy emphasis is placed on discussions, presentations, project work, and reflection. This results in frequent feedback informing instruction. Of particular strength, is the evolving of instruction and projects /units over time as student feedback and collaboration drives improvement to and additions to the academic program.

Findings	Evidence
<p>Teachers at Technology High School employ a wide variety of assessment strategies to evaluate student learning.</p> <p>Some assessments are performance-based tasks requiring projects, written, and oral presentations. These assessments are used to measure student progress on the ESLR's.</p> <p>Technology High School teachers also employ informal discussions to evaluate the progress students are making during the course of a unit. Class instruction and discussion help the individual student more fully understand concepts. This informal discussion helps students show their understanding so that the teacher is appropriately leading the class through further studies.</p> <p>Quizzes are given at short intervals to enable students to show their understanding of a small section of the unit. With this information the teacher is able to review necessary concepts and employ different teaching strategies so that the student will grasp the information more completely.</p> <p>Culminating projects are used by students and staff to reflect on the most recent progress and material.</p> <p>Tests are given at the end of a unit to enable students to demonstrate their understanding of the whole unit</p>	<p><u>Standardized</u></p> <ul style="list-style-type: none"> <li>• Course level unit assessments</li> <li>• Math placement and diagnostic assessment exam</li> <li>• CAASP</li> <li>• Physical Fitness pre and post assessments</li> <li>• SAT, ACT, PSAT, AP assessment results</li> </ul> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> <li>• Informal discussion</li> <li>• Daily Class Assignments</li> <li>• Homework</li> <li>• Quizzes</li> <li>• Learning Logs</li> <li>• Student journals</li> <li>• Reflective papers</li> <li>• Lesson plans reflecting “re-teaching” as necessary</li> </ul> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Oral presentation rubrics</li> <li>• Written presentations</li> <li>• Project/Group work rubrics in a variety of assignments</li> <li>• Individual work rubrics</li> <li>• Sustainable House project</li> <li>• Disaster project</li> <li>• Root Cause Analysis</li> <li>• History Day</li> </ul>

Most teachers assign projects that are founded on real-life performance-based assessments. In most academic subjects, teachers use technology to have students write research papers, letters, power-point presentations, develop websites, graph and manipulate, and showcase data sets.

Continuous re-assessment and reflection on student progress enables the teacher to redesign strategies and the curriculum to ensure all students have access to the content of the curriculum.

Post project/unit feedback provide a reflection enabling the teacher and student to create opportunities for both to design and relate the lessons to real-life situations and make each learning experience more meaningful to the student.

Projects are designed to demonstrate the application of knowledge and skills to complete performance-based tasks.

Tests and quizzes are examples of student's progress toward accomplishing the academic standards and expected school wide learning outcomes.

Teachers employ a variety of non-traditional assessment methods to have students apply what they learn across the curriculum in a real world practical way.

- Lesson plans reflect 're-teaching' when necessary
- Evolution of project design based on student feedback and reflection

**3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?**

SBAAC, and CAASPP results are readily available. Of note: the school families and community have frequent opportunity to witness/assess student achievement and progress as evidenced by the many occasions on which student work is showcased.

Findings	Evidence
<p>Standardized testing is utilized as an assessment and monitoring system that determines the student progress toward achievement of academic standards.</p> <p>Technology High School has a strong relationship with the community. The community is invited to observe exhibitions of student work and witness the achievement of students. These exhibitions of student work are a wonderful example of student progress toward the achievement of the academic standards and expected school wide learning outcomes.</p> <p>We use nontraditional opportunities to showcase student achievement and display various levels of student accomplishment and success.</p>	<ul style="list-style-type: none"> <li>• SBAAC, CAASP</li> <li>• Developing benchmark tests in ELA and mathematics</li> <li>• SAT, ACT, PSAT, AP test scores</li> <li>• Rube Goldberg Night</li> <li>• Root Cause Analysis</li> <li>• History Day</li> <li>• Art displays in school common areas</li> <li>• Community Meeting time is used for awards for student academics</li> <li>• Academic minimum GPA for clubs and sports</li> <li>• Education Summit</li> <li>• Online grades available to parents, students</li> </ul>

**4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

Student achievement is analyzed. Areas of strength or weakness are considered as well as how to address areas of concern. The general focus is on creating a strong program centered about the academic standards from which academic achievement will follow.

Findings	Evidence
<p>Technology High School uses student scores from the state and district assessments to determine student strengths and weaknesses. Technology High School's staff continues to work to maintain a high standard of achievement in the classroom without placing a particular focus on methods specially designed to improve test results.</p> <p>To become a cohesive group of professionals ready to serve the THS community we discuss formal assessment in addition to discussing individual student performance, whole class concerns, and the method by which we can make THS a place where all our students feel safe, secure and have complete equitable access to the curriculum regardless of their prior level of achievement.</p> <p>Teachers at THS are encouraged to attend professional development conferences by administration to foster continued learning by teachers and a greater ability to meet the expected school wide learning outcomes. THS teachers share ideas regarding curriculum and assessment, as well as learn new ideas from the presenters and other attendees at these conferences.</p>	<ul style="list-style-type: none"> <li>• SBAAC</li> <li>• CAASPP</li> <li>• SAT</li> <li>• PSAT</li> <li>• ACT</li> <li>• AP</li> <li>• D and F list</li> <li>• School calendar</li> <li>• Bell Schedule</li> <li>• Staffing allocation</li> <li>• Conferences attended followed by staff share out at PLC meetings</li> <li>• SCOE</li> <li>• Counselor conferences</li> </ul>

## **Category D: Standards-based Student Learning: Assessment and Accountability**

### **Areas of Strength**

- Counselor meets individually with students to review academic progress, plan for future academic years and explore and explain academic options. She also takes the time to explain standardized test results to students and their parents.
- Community exposure of Tech High students and their work via Rube Goldberg Night, History Day and CAPA Night.
- Test results easy to find and multiple forms of assessment are incorporated in to the teaching methods.
- District provided funding for five teachers to attend Advanced Placement and Project Lead The Way summer training courses

### **Areas of Growth**

- Community involvement across the board. Tech High needs to have the community more involved in the school.
- Staff should use CAASP interim assessments to gauge student progress towards mastery of CAASP content.
- Professional development in PBL needs to be an ongoing priority for staff, particularly for staff who are unfamiliar with PBL project development.

## E. School Culture and Support for Student Personal and Academic Growth Culture

### 1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

The staff, faculty, and administrator of Technology High School are keenly aware of the need for and the importance of parental and community involvement. The school consistently reaches out to parents and the community to communicate school/student achievements, explore new avenues of student support, build relationships with local businesses and charitable groups, as well as to seek guidance and support in times of need. Parents, and the community, have been and will continue to be an integral part of the Technology High School community. Strong parental and community support enhances the learning experiences of many Tech High Students and supports faculty members as they work to create rigorous and compelling lessons for their students.

Technology High School employs multiple strategies to encourage parental and community involvement. The school is committed to an open and ongoing relationship with all stakeholders and therefore welcomes parental and community involvement whenever possible and appropriate.

Findings	Evidence
<p><i>Parents are an integral part of the Technology High School Community.</i></p> <p>The PTSA meets regularly to plan and organize events and fundraising for the school. The PTSA also provides a weekly update in the school newsletter, to better keep the school community informed of events taking place.</p> <p>The school has an active Site Council group that meets quarterly to provide support and guidance to the school.</p> <p>The Sports Boosters group actively supports the Athletic Program at Tech High and has developed an active fundraising and support program that purchases equipment and uniforms for teams and athletes.</p> <p>The Friends of Tech High Robotics boosters group are interested parents who provide logistical and fundraising support for the robotics team. The boosters group also works to connect community members with the team to provide mentorship, training and guidance to students involved in the program.</p>	<ul style="list-style-type: none"> <li>• Weekly newsletter from principal and counselor.</li> <li>• Facebook and Twitter posts and invitations to events.</li> <li>• Additional events scheduled annually specifically to encourage parent involvement in the learning process include Back to School Night (held in the fall of each year), Rube Goldberg Night (for the 9<sup>th</sup> grade parents), CAPA night, and History Day Presentation Night. Grade level informational nights are held in September for parents.</li> <li>• Parent conferences are held in a variety of ways to inform parents of student needs and/or progress. Parents are encouraged to meet with counselor. Student Study Team meetings are held for individual students and involve the teachers, principal, counselor, parent(s), and student. 504 plan meetings are scheduled and held as needed. Students who have IEPs have annual goal setting meetings in which parents play a significant role.</li> </ul>

	<ul style="list-style-type: none"><li>• Attendance is vital to the success of the students. Tech high uses a variety of methods to communicate attendance patterns with student's parents. A part-time attendance clerk contacts families regarding absences, tardies, and truancy matters. Student attendance records are available for review by the principal and counselor. Email communications from the office to parents regarding unexcused absences and tardies are sent on a regular basis. If required, truancy letters are sent to students' homes.</li><li>• Parents at times serve as guest speakers, lecturers, and judges for classrooms on subjects in science and engineering, as well as on a variety of occupational areas. Parents serve as advisors and fundraisers/ donation seekers for THS Athletics Boosters Club and for the Robotics boosters.</li></ul>
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*Technology High School participates in many ongoing experiences with the local community.*

- A partnership with the SSU Engineering department was established in which the school staff and students were invited to tour their facilities in the hopes of encourage THS students to pursue careers in electronic engineering. The department professors have offered their services to the Science and Engineering department on a voluntary basis.
- There is an ongoing agreement with SSU to allow students in the education department and other undergraduate programs to observe and student-teach and serve as intern counselors at Technology High School.
- THS enjoys an amicable partnership with the Sonoma State University police department. University police frequently visit the school and speak to the students on matters such as campus safety, security, and expected behavior on a public university. The SSU police also make an annual visit to have student register their bikes.



*Technology High School participates in many ongoing experiences with the local community.*

- The Freshman Essentials course invites a number of local organizations to speak in the classroom. Members of the California Highway Patrol, United Against Sexual Assault, and Social Advocates for Youth provide information to classes and help establish connections between the campus and community at large.
- A strong relationship with Santa Rosa Junior College has resulted in THS students of all grades being permitted to take a variety of courses after school and in the evenings. Students have taken SRJC classes in all levels of math, English, fine arts, foreign languages, and culinary arts.
- The SRJC has created an art class primarily for Tech High students, which is offered on the Tech High campus following the regular school day.
- The THS Interact Club works alongside local Rotarians to help serve the local community through ventures such as Helping Hands, donating to the local food bank, volunteering time at the SSU Children's School garden, Education Foundation fundraisers, and many other community events.
- The THS National Honor Society has collected donations on behalf of the Coffee House Teen Shelter, the only teen shelter in Sonoma County, for the past five years.
- Communication targeted to the community of Rohnert Park and greater Sonoma County included inviting local guest speakers and lectures via the Rotary Club. Speakers from a variety of occupations have held seminars in which they discuss their profession and service experiences.

	<ul style="list-style-type: none"><li>• The Rohnert Park newspaper, <i>The Community Voice</i> and the Sonoma County newspaper, <i>The Press Democrat</i>, are regularly invited to and report on events at THS such as ASB Activities, Athletics, academic achievements, and other noteworthy events.</li><li>• Twice a year, the City of Cotati has honored THS students as honorary “Mayor of the Month.” Students honored must be residents of Cotati. The student participates in city government meetings and activities as an honorary acting mayor.</li></ul>
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**2. To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

Students and staff agree that Tech High is an exceptionally safe campus environment. Our location within the SSU campus fosters an atmosphere of maturity and responsibility for our students, who act accordingly as representatives of Tech High on shared campus grounds. The maintenance of our building and facilities is kept up at impeccable standards, not only by the oversight of SSU maintenance staff but because of the general respect our student body has for their small, shared campus space.

Additionally, the tightly-connected nature of the school community provides for a culture of trust. Students, in the majority, have little fear regarding bullying, vandalism or theft. Our student body feels comfortable expressing their individuality and knows their teachers encourage that expression and seek to channel it towards furthering academic pursuits.

Findings	Evidence
<p>The student body is a close-knit community; most students do not consider safety issues such as theft or bullying among their concerns at school.</p> <p>Tech High is an open campus with no bell system; our students are responsible for both attendance and punctuality of their own accord. Sharing a campus with Sonoma State University reinforces the atmosphere of goal-oriented academic professionalism cultivated at Tech High.</p> <p>Safety procedures and their importance are known and understood by students. School facilities are clean and well maintained.</p>	<ul style="list-style-type: none"> <li>• 81% of students feel very safe or extremely safe on campus, 75% of students feel the staff has ‘quite a bit of respect’ or a ‘tremendous amount’ of respect for students.</li> <li>• 84% of students are not concerned or only slightly concerned about bullying on campus.</li> <li>• 99% of students meet or exceed CAASPP ELA benchmarks, 81% exceed Math benchmarks.</li> <li>• Many Tech High students feel comfortable bringing expensive personal electronic equipment to school every day and do so without incident.</li> <li>• Our student body is small in number, naturally impeding the development of cliques. Project-based curriculum also reinforces diversity of student interactions.</li> <li>• High attendance rates/low tardiness rates seen across all grade levels demonstrates students’ awareness of accountability.</li> <li>• Shared use of SSU’s library and food services, and bookstore, as well as university level classes, provide practical college experience for Tech High students.</li> <li>• All students are instructed in shop safety in conjunction with engineering courses.</li> </ul>

	<ul style="list-style-type: none"><li>• Science classrooms are equipped with emergency gas shut-offs, vent hoods, eye wash stations and showers.</li><li>• School maintenance needs and cleaning services are conducted by SSU custodial staff.</li></ul>
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**3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

Students are assisted by the counseling department in constructing an individualized learning plan that fits their academic and/or professional goals in the post-secondary world. Students' progress along that plan as well as in all realms of their academic careers is closely monitored by their counselor, as well as their teachers, whom remain in open communication at all times throughout the school year.

Teachers and administrative staff maintain open lines of communication not only within the facility but between students and parents as well. All instructors are reachable by email and all full-time teachers maintain a webpage for the benefit of course clarity.

Findings	Evidence
<p>Student-counselor meetings held regularly to assess individual progress.</p> <p>Counselor does bi-annual visits to each grade level to assess progress towards graduation and college/career readiness goals.</p> <p>Use of Naviance to assess career goals and progress.</p> <p>School staff maintains open lines of communication as needed between teachers, administrators, students and parents to ensure clarity about individual situations.</p> <p>Counselor provides individualized assistance to students and families in selecting post-secondary educational opportunities.</p>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> and 12<sup>th</sup> grade students meet with the counselor in the fall to determine progress and plan for graduation requirements and the college application process.</li> <li>• 10<sup>th</sup> and 11<sup>th</sup> grade students have class meetings with counselor to discuss graduation progress and requirements.</li> <li>• Each 12<sup>th</sup> grade student meets with counselor at the outset of the school year to determine progress towards graduation and post-secondary plans.</li> <li>• Parents are encouraged to attend all the above meetings as part of the student's academic team.</li> <li>• Parent conferences are held routinely to discuss student progress.</li> <li>• 504 and IEP meetings are held as needed.</li> <li>• Quarterly review of "D and F" list by counselor and principal.</li> <li>• Teachers are consistently available via email for questions from parents.</li> <li>• Staff conducts informal "hallway meetings" on a daily basis to stay abreast of new developments pertaining to individual student needs.</li> <li>• College admission and financial aid</li> </ul>

	<p>information nights held for parents and students.</p> <ul style="list-style-type: none"><li>• Scholarship information available for parents and students.</li><li>• ACT/SAT testing dates and information coordinated and provided for students by school counselor.</li><li>• PSAT tests are administered yearly on site.</li></ul>
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**4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Technology High School is a small, tightly-knit community where the needs of the students are addressed by every member of the faculty and staff. Students do not "fall through the cracks." Faculty collaborates frequently and brings concerns and successes to the attention of colleagues on a regular basis or during ad hoc consultations. For example, Science teachers are alerted to students with difficulties in English and collaborative interventions are devised.

Faculty and staff of Tech High also go well beyond the expected purview to provide students with opportunities that may arise in the community. Almost every teacher hosts club activities, meeting with club members at lunch or after school and attending outside competitions with club members. Other teachers give freely of their time staying after school to provide additional academic support to struggling students.

Findings	Evidence
<p>The PBL learning environment promotes the use of instructional strategies which promote a more personalized approach to learning.</p> <p>Students take classes at SJRC or on-line through BYU.</p> <p>Tech High provides numerous opportunities for students to engage in clubs and activities (overnighters, LAN parties, bowling...)</p> <p>Tech High now has an active and well-developed athletics program.</p> <p>Tech High has a large, active Student Leadership program which sponsors a variety of community building events at Tech High.</p> <p>The Tech High school counselor provides academic, college/career and personal counseling.</p> <p>Girls soccer league champions.</p>	<ul style="list-style-type: none"> <li>• PBL unit entry documents.</li> <li>• Observation of teachers and students.</li> <li>• Counselor's notes.</li> <li>• Overnight LAN or gaming parties at Tech High.</li> <li>• List of student clubs.</li> <li>• Large number of athletic teams available.</li> <li>• Successful x-country and soccer teams.</li> <li>• League membership.</li> <li>• Students are valued members of the Tech High PTSA and School Site Council.</li> <li>• Tech High has a functioning and involved student council.</li> <li>• Students participate in a variety of clubs to enhance personal and academic growth, including Robotics Club, Drama, Photography, Gay Straight Alliance and Titan Sustainability, Interact and National Honor Society</li> </ul>

A variety of activities are available to students in academic, student leadership, athletic and service-oriented areas. All co-curricular activities enhance the student's overall high school experience.

Site council, a coalition of students, staff and parents, guides school improvement projects.

Technology High offers a class schedule for students to fully prepare and qualify them for entrance into the California State University or University of California system.

Technology High offers alternative schedules for repeat or accelerated classes.

Many local service clubs offer support to the student body in numerous ways.

All services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked by the Tech High staff to provide comprehensive support.

- Staff working to develop a strategy and support system for unit recovery.
- The courses offered at Tech High meet the U.C. "A-G" course requirements for college entrance: 4 years of English, 3 years social science, 2 years of science, 3 years of math, 2 years of Spanish, 1 year of art and 1 year of an elective (the 3<sup>rd</sup> year of science or 4 years of engineering.)
- Students wishing to accelerate their academic load are encouraged to enroll in courses at Santa Rosa Junior College.
- The local Rotarians support the Interact Club and help students plan and organize community support projects.
- 8<sup>th</sup> grade information night and 'Step Up Day'
- Regular emails to parents from principal and counselor
- 9<sup>th</sup> grade spring orientation
- Lists of clubs, organizations and school services are provided to the students and their families at Back to School Night.
- Weekly electronic newsletter from the principal's office.
- Faculty meetings, "department" meetings
- Tech High website and individual teacher websites



## **Category E: School Culture and Support for Student Personal and Academic Growth**

### **Areas of Strength**

- The Technology High School website provides information on the school as well as links to staff websites which contain course content, assignments and grades.
- The counselor meets regularly with students and parents to review academic progress and discuss future course options as well as post-high school educational goals and possibilities.
- For students interested in taking college courses while in high school, the counselor provides support with course selection and the enrollment process.
- Parent meeting nights are held for each grade level to provide general information about the school and paths to success.
- Students feel safe on campus, and a majority feel that the school staff is supportive of them.

### **Areas of Growth**

- Although 15 percent of the Tech High families are members of the PTSA, there needs to be additional efforts made to increase enrollment and parent involvement.
- Ongoing training for PowerSchools needed for students and parents.
- Although THS students are able to take SRJC classes while at THS, only a limited number of spaces are available each year.



## Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

## Chapter IV

Tech High has traditionally been a school where students score well above the state and district average on tests. The perception, by many stakeholders and community members, has been that we served an elite group of students who came to us uniquely prepared for success. However, in the last few years, we have made strides in increasing the number of students in groups formerly underrepresented.

As our focus is on providing a STEM education, and as most jobs in STEM industries are still lacking in the number of females and people of color, we find that we still have needs around inclusivity and closing the achievement gaps.

One area where we still need to increase equity is around gender. Whereas in 2013/14 the students were 37% female, that rate is currently only at 38% across all grade levels. There is some recent good news, as the 9<sup>th</sup> grade class is 48% female. Assuming we are able to build on our success from last year in recruiting a nearly equal number of females and males, we will still need to make sure that all genders are supported and empowered to succeed in a STEM setting.

There is evidence that the student population is more diverse than in the past. For instance, Rohnert Park's population is approximately 63% white; Tech High has averaged between 62-64% white in the last three years. In addition, the number of students reporting speaking primarily English at home is 81% of the 9<sup>th</sup> graders, an improvement over the 90% figures reported by the 11<sup>th</sup> graders. These results were self-reported on the student survey. Tech High now 69 students who were formerly classified as English Learners but have been re-designated.

The increasing diversity, while admirable, brings a need to look at achievement data for the various subgroups. Overall, the genders have been performing with roughly equal success, with females slightly higher in ELA and males in Math. Those differences, however, are very slight. A more significant finding involves the SBAC scores of Latino students in mathematics. This group scored 100% proficient or higher in ELA, compared to 91% of total students. In contrast, their scores lag behind the total student population in Math, where only 68% of Latino students scored proficient or higher. This compares to 80% of the total student population.

Students who are economically disadvantaged need support going forward as well. In ELA, this group saw 74% proficient or higher on the SBAC, compared to 91% of the total student population. The gap also exists in Math, where 69% of economically disadvantaged students scored proficient or higher, compared to 80% of the total.

Looking at the student achievement as a whole, we found that there has been a slight decrease in SBAC scores overall. Although the decrease is not yet large, this trend needs to be stopped. In ELA, the number of total students scoring proficient or higher was 93% in both 2014/15 and 2015/16; 96% in 2016/17; and down to 90% in 2017/18. In Math, there has been more fluctuation. The number of total students scoring proficient or higher in Math was 77% in 2014/15; up to 85% in 2015/16 and 86% in 2016/17; but down to 80% in 2017/18. In order to ensure that student achievement continues to improve, the staff has identified a need to administer the Interim Assessments that are now coming available through the state. This will

allow teachers to assess student strengths and weaknesses throughout the school years, before the SBAC is administered at the end of 11<sup>th</sup> grade.

Another primary need that we discovered is to get back to the basics of what we are here for: Project-Based Learning and Interdisciplinary Collaboration. To that end, the staff recognized the need for more Professional Development in designing and implementing a strong, effective PBL curriculum. There is also a need to for more common planning time for interdisciplinary projects. With three new staff members, the staff has a wide variety of expertise in this area. In addition, we plan to pursue a minimum of one interdisciplinary or non-traditional component in each subject and class. This would include supporting teachers in subjects where PBL has proven challenging to implement, and teachers who are adjusting to the block schedule – especially teachers of Advanced Placement classes.

While getting back to basics of STEM and PBL, we found a need to increase the diversity of our Arts offerings in order to appeal to more applicants and to ensure our students are well-rounded. In the past, a small but significant number of students participated in music classes at Rancho Cotate High School. Primarily, they have been in the 0 period Marching Band class. With our new location being farther away from RCHS, we see a need to accommodate students' travel time before their first class at Tech High.

In addition to ensuring access to Marching Band, we are adding a part-time music teacher of our own starting next year. Students expressed interest in having a Choir class and a Band class of some sort. The existing Drama class will also need added support in the form of materials and equipment at our new site, which has a stage. Finally, we need to try to increase equity of access to SRJC classes. This we will do by partnering with the SRJC in any way we can to increase the number of Art classes they offer at our site.

Community involvement is an area in which we expected more growth since the 2013/14 WASC report. The number of families belonging to the Parent Teacher Student Association is up from previous years to 15%, but there is still untapped potential to get more stakeholders involved. There is a need also for industry-based training programs. We will need to partner with SCOE and the SRJC in order to create opportunities for Career Technical Education.

Finally, students and families report a need for more training on the Power School Student Information System.



# Chapter V: Schoolwide Action Plan

## Chapter V. Action Plan

Potential WASC Goals for 2018-2019 report: Goals were created from stakeholder feedback, including teacher committees and data study.

The staff of Technology High School spent time studying and evaluating both the LCAP and the school site SPSA. After this evaluation, the staff and other stake holders developed strategies that could be focused on at the site level that would continue to address the identified WASC goals. These strategies would be in addition to strategies identified in the LCAP and SPSA reports.

### **Technology High School WASC goal 1:**

**90% of students will score proficient or higher in English Language Arts and Math on the state standardized test to indicate college and career readiness.**

Site-based supports, identified by the Tech High staff, and identified below, are intended to provide structures support to students in both Math and ELA courses. With a goal of 90% proficient or better, providing ongoing structured, targeted support to students is imperative to meeting that goal. The Freshman Essentials course emphasizes study skills and time management, both of which are important aspects of successful students. Maintaining full-time math instructors will ensure that all math courses are taught by highly qualified teachers to maximize the quality of instruction and subsequent student success.

Action	Who is Responsible
Continue the Freshman Essentials course to support transition to high school that will lead to increased academic success.	Principal
Continued implementation of ERWC curriculum for ELA.	Principal
Maintain full-time math instructors with scheduling that allows them to teach math full-time rather than combined with other subjects.	Principal, District staffing

<b>Big Dream Goal</b>	
Academic Boot Camp for Math and ELA students, to provide additional support for struggling students. Consider offering intensive Boot Camp prior to beginning of CAASP testing.	

**LCAP Goal:**

To provide and support a relevant rigorous curriculum based on the California Common Core State Standards to maximize student achievement. With the emphasis on college and career readiness, ensuring that students graduating from Technology High School are at or above standard in ELA and Math is an important component of ensuring that students are prepared for their post-high school life.

The basis of this goal is that students are currently scoring above the district and state averages on California standardized assessments as well as AP and SAT exams. To ensure continue college and career readiness, Tech High needs to continue to focus on Common Core State Standards and other college readiness indicators.

The baseline level for student performance on CAASPP tests in ELA and Math is based on testing results for the 2017-18 school year. Test data indicates that 90.8% of students scored at or above standard on ELA tests. The expected outcome moving forward is that we will continue to meet and exceed this baseline.

For the same academic period, 80% of students scored at or above standard for Math. The expected outcome moving forward is that students will meet or exceed the standard for mathematics.

The staff of Technology High School has developed the following strategies designed to support meeting Goal 1:

**Strategy 1****I. Alignment of Instruction with Common Core Standards**

- a. Continue to align and pace units of study with Common Core Standards for English Language Arts and Mathematics courses at each grade level.
- b. Implement CAASPP and interim assessments for English and Math courses at each grade level.
- c. Teachers will review assessment results to evaluate what students have learned. They will also compare lesson design among teachers to determine best practices for curriculum delivery.
- d. Teachers will provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success.
- e. Teachers consolidate subject areas within their department with the assistance of the 8-period schedule. This ensures that core classes are taught by teachers credentialed their area of expertise.

- f. Continue to align and pace units of study with Next Generation Science Standards at each grade level.

Needed district supports to implement Strategy 1 include:

- a. Funds to provide teacher release time and school business leave for staff collaboration opportunities both within a subject area and across the curriculum. Opportunities to align curriculum to state standards enable the development of a more rigorous curriculum that strengthens content mastery while preparing students to be successful on CAASPP standardized tests.
- b. Funds to provide instructional technology in classrooms and to ensure the availability of computer and academic support software to all instructional staff. This will also include funding to provide trainers to deliver workshops on the use of applicable classroom software. This would include additional training on software currently in use by the district such as PowerSchools and Google Educational Software and Google Classroom.
- c. Funds to purchase instructional texts and ancillary support materials, including classroom supplies to further support the implementation of Common Core Curriculum.
- d. Additional non-funded support strategies include providing monthly opportunities for staff collaboration time within planned professional meeting times. This would also include collaboration opportunities for science staff to align curriculum with Next Generation Science Standards.

## **Strategy 2**

### **II. Curriculum Development**

- a. Participate in ongoing curriculum development using research-based guided planning models, including those supported by district provided technology and applicable software.
- b. Design and deliver English Reading & Writing Curriculum (ERWC), aimed specifically at supporting college level English course readiness.
- c. Continue Advanced Placement English Literature and Language Arts and English Composition and Language Arts courses aimed specifically at high ability college ready high school students.
- d. Continue Advanced Placement Mathematics courses including AP Calculus and AP Statistics
- e. Continue Professional Development in the Next Generation Science Standards as needed.



Needed district supports to implement Strategy 2 include:

- a. Funds to provide teacher release time for school business leave for teachers to develop targeted assessments for students that will provide meaningful feedback on growth areas.
- b. Funds to provide opportunities for teachers to attend AP certification training and AP refresher training.
- c. Funds to provide up-to-date curriculum materials for AP courses at Tech High, to ensure students are receiving the latest curriculum models.
- d. Additional non-funded support strategies include providing monthly opportunities for staff collaboration time within content areas and across disciplines, to ensure that ELA standards are being addressed across the curriculum.

### **Strategy 3**

#### III. Assessment

- a. Readiness - Use an assessment to assist in properly placing students in mathematics classes
- b. Administration - Provide teachers with resources, strategies and curriculum to successfully plan instruction
- c. Review - Mathematics Department teachers will review assessments and use the resulting student achievement data to plan program and interventions, while setting goals for student and school performance.
- d. Reporting - Inform parents and students of assessment information via PowerSchools, e-mail, and conferences.
- e. Writing Assessment - Provide TurnItIn.com to all students as a way to increase student performance and compliance with assignments.

Needed district supports to implement Strategy 3 include:

- a. Funds to provide teacher release time for school business leave for teachers to attend district sponsored curriculum training opportunities.
- b. Funds to provide sitewide access to TurnItIn academic software to support student writing and grammar.
- c. Funds to purchase academic materials for CCSS-aligned Mathematics curriculum.

- d. Funds to purchase the MDTP assessment tool to assist incoming students in choosing the appropriate math placement as freshmen.
- e. Funds to provide ongoing parent access to the PowerSchools academic platform as well as training for parents and students.

#### **Strategy 4**

#### IV. Professional Development and Collaboration

- a. Participate in professional development by regularly analyzing student achievement.
- b. Participate in professional development on integrating technology within the curriculum (example - Google Docs and Apple training).
- c. Participate in professional development on the use of technology tools in support of teaching and learning such PowerSchools online grading program.
- d. Provide ongoing staff training in proven practices to support students in academic areas, including industry-based training
- e. Increase teacher knowledge of curriculum, instruction, and assessment by attending workshops and conferences
- f. Provide release time to attend workshops and conferences.
- g. Provide release time to review curriculum, instruction, and assessments and develop strategies for improving student achievement.
- h. Continue to participate in the district Math Task Force to align instruction at all levels.

Needed district supports to implement Strategy 4 include:

- a. Funding for on-going training for Advanced Placement and Project Lead The Way teacher training as needed and required.
- b. Non-funded support strategies include providing monthly opportunities for staff to continue to collaborate, plan and evaluate student achievement.

**Technology High School WASC goal 2:**

**Technology High School will close the achievement gap on AP and State Standardized exams for socioeconomically disadvantaged students.**

The AP instructional staff at Technology High School is more than qualified to teach AP courses, however those teachers are only accessible to students during the traditional instructional day. To increase student access to supplemental resources, the staff at Tech High has identified several action items to provide additional support to students, both socioeconomically disadvantaged and otherwise. The staff has already identified Tutor.com, an online academic resource, available to all students holding a free Sonoma County library card. The staff plans to find similar resources that may be available for a minimal fee to enhance opportunities for student learning and success.

<b>Action</b>	<b>Who is Responsible</b>
Seek out free and inexpensive academic support resources, both online and within the local community and the county.	Students, Teachers, Counselor
Utilize AP Potential to target students who might not otherwise seek out AP level courses	Principal, Counselor, Teachers
Maintain full-time math instructors with scheduling that allows them to teach math full-time rather than combined with other subjects.	Principal, District staffing

<b>Big Dream Goal</b>	
After school AP support for students, including supplemental materials, access to online support websites and other materials as determined by instructors. Supplemental pay provided for instructors.	AP course instructors

**LCAP Goal:**

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

The basis for this goal is that at Technology High School, economically disadvantaged students score lower on standardized tests than students of more financially secure families. It is unfortunate that economics impacts academic achievement and performance, and Technology High School has set a goal of reducing the learning gap between economically disadvantaged students and their counterparts.

The academic scores being used to set the baseline are the CA SBAAC exam scores generated during the 2017-18 school year. Currently, 75% of economically disadvantaged students are scoring at or above standard in ELA while 90% of all students score above standard. With regards to SBAAC Mathematics scores, 69% of economically disadvantaged students score at or above standard, while 80% of all students score at or above standard. For both the ELA and Math SBAAC scores, the expected outcome is that economically disadvantaged students will score at the same level as the general student population.

The staff of Technology High School has developed the following strategies designed to support meeting Goal 2:

### **Strategy 1**

- I. Alignment of Instruction with Common Core Standards
  - a. Continue to align units of study with Common Core Standards for math and ELA courses in each subject area.
  - b. Develop common unit assessments each subject area.
  - c. Teachers will review assessment results to evaluate what students have learned. They will also compare lesson design among teachers to determine best practices for curriculum delivery.
  - d. Teachers will provide a 'Response to Intervention' (RTI) support mechanism for struggling students to ensure student success. School Plan for Student Achievement (SPSA) Page 35 of 74 Technology High School
  - e. Provide access to technology to students during the school day to ensure students can utilize PowerSchools, No Red Ink, and other digitally based platforms.

Needed district supports to implement Strategy 1 include:

- a. Provide release time for teachers to participate in common planning opportunities and training as needed.
- b. Funding to continue to provide student access to technology in the form of laptops, iPads, Chromebooks, software, etc. needed to ensure equitable access for all. This would include ongoing funding for NoRedInk to support all students, especially non-native English speakers.
- c. Funds to provide instructional technology to ensure the availability of computer and academic support software to all teachers.

- d. Funding to purchase classroom instructional texts and ancillary support to implement Common Core Curriculum.

## **Strategy 2**

### II. Curriculum Development

- a. Participate in ongoing curriculum development using research-based guided planning models, including those supported by district provided technology and applicable software.
- b. Design and deliver Algebra I, Geometry and Algebra 2 curriculum and pacing to be aligned with all district schools.
- c. Participate in training opportunities to further the awareness and understanding of curriculum resources available through the internet.
- d. Explore the possibility of offering additional ELA and Math courses for struggling students.

Needed district supports to implement Strategy 2 include:

- a. Provide release time for teachers to participate in curriculum development and Math articulation meetings with staff from different district school sites.
- b. Funding to provide training opportunities available through Sonoma County Office of Education.

## **Strategy 3**

### III. Assessment

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

Needed district supports to implement Strategy 3 include:

- a. Provide release time for teachers for collaboration and assessment of academic and test data to help inform curricular decisions and student support methodologies.

#### **Strategy 4**

IV. Provide support for students in a variety of ways to access curriculum and support resources

- a. Expand lunch program to make hot meals available for all students, so they are better able to focus during school hours.
- b. Identify incoming 8<sup>th</sup> grade students who may need additional ELA and Math support based on data from middle school testing.
- c. Continue the employment of an assistant principal to provide additional student to adult contact and increase implementation of restorative practices
- d. Use Advanced Placement resources to identify students who are likely to succeed in AP classes, but may not choose them and invite them to sign up
- e. Continue to provide Advanced Placement and PLTW training to teachers as needed.
- f. Continue to provide tools including laptops to allow students to have access to tools, research and resources that may be provided online.
- g. Continue to provide Link Crew activities for all students through the Leadership class at the beginning of and throughout the school year.
- h. Develop an outreach program with SSU and community groups to recruit tutors to provide additional support to struggling students.

Needed district supports to implement Strategy 4 include:

- a. Funding to purchase additional laptops, iPads, Chromebooks and desktop computers plus any needed software.
- b. Funding for continued employment of an assistant principal position at Technology High School.

**Technology High School WASC goal 3:**

**Technology High School will recruit and retain more diverse student population by increasing college preparatory visual and performing arts electives options.**

The focus of Technology High School has always been math, science and engineering; students choose to attend Tech High based on that focus. Tech High has a limited offering of Visual and Performing Arts courses, which may impact the number of students who apply for admission. By increasing the number of VAPA course offerings and raising awareness in the community for the program offered at Tech High, the staff hopes to increase the number and diversity of students applying for admission.

In addition to a broad range of strategies identified in the SPSA and LCAP, the staff has identified several other strategies to raise awareness for the growing VAPA offerings emphasizing community and school outreach. This includes requests to the SRJC for additional course offerings taught at Tech High and inviting local government offices and businesses to display student artwork in prominent locations. The staff also hopes to raise funds to purchase equipment for VAPA-related courses and projects, to maximize student interest and impact.

<b>Action</b>	<b>Who is Responsible</b>
Promote drama class to increase enrollment by inviting THS and middle school students to the Showcase	Students, teachers
Expand SRJC art offerings on-site at Tech High	Principal
Hold art contests and displays to celebrate student work	Teachers
Reach out to local businesses and organizations to inquire about displaying student art in their facilities	Principal, Teachers

<b>Big Dream Goal</b>	
Tools and technology, such as sewing machines and sound systems, to support the developing arts program at Tech High	

**LCAP Goal:**

Implement a broad course of study that meets all students' needs and interests and prepares them for college and career. The recruitment, enrollment, and academic support of English language learners, foster youth, and low-income students enrolled in AP and honors courses will be equal

to that of the general population. Students with disabilities access AP and honors courses as their IEP allows.

The basis for this goal is that while students choose to attend Tech High for the rigorous curriculum that emphasizes Math, Science and Engineering, each year the school loses enrollment based on not having a variety of Visual and Performing Arts options. Numerous students that have a high interest in STEM courses also desire creative classes that meet UC/CSU A-G requirements and that also prepare them for college and career.

Although Tech High currently offers several courses including digital photo, digital video, drama and a college-level art class taught on-site, there are clear benefits to offering additional courses. The baseline is that currently, each class loses roughly 10% of enrollment before graduation, due to students choosing other schools in the district and county. The expected outcome of increasing the number of VAPA course offerings is that each class will retain more than 90% of starting enrollment through to graduation.

The staff of Technology High School has developed the following strategies designed to support meeting Goal 3:

### **Strategy 1**

- I. Monitor student interests to determine which visual and performing arts classes best fit student body needs
  - a. Assess student enrollment in each currently offered elective and solicit student input on additional desired electives.
  - b. Use surveys to determine student level of interest in possible VAPA elective offerings and use that data to provide courses that reflect areas of student interest.
  - c. Promote VAPA offerings at Tech High by inviting Tech High and middle school students and families to Tech High art shows and drama showcases.

Needed district supports to implement Strategy 1 include:

- a. Funding for instructional materials and staffing needed to provide additional VAPA course offerings as determined by student survey results, as appropriate.



**Technology High School WASC goal 4:**

**Technology High School will continue to focus on equality and inclusivity in its outreach, recruitment, enrollment and retention of new students to achieve a fair representation of gender, race and socioeconomically disadvantaged students.**

Every year, student demographic data indicates a gap in diversity in the student population at Tech High. This includes gender, ethnicity, gender-identity and socioeconomic data that are not reflective of the local community. To address that inequity, the staff has identified several actions that will increase community awareness for Tech High as well as create stronger connections with students and student groups within the school.

The main thrust of the identified goals is to increase awareness of Tech High in surrounding schools and districts, and to appeal to diverse individuals and groups as they consider their high school options. By using targeted marketing and developing clubs and organizations on campus that support various student groups, the staff hopes to appeal to a broad range of prospective students. Increasing connections to Technology Middle School, located next to the new Tech High site, will increase student awareness of Tech High, potentially increasing diversity in enrollment.

<b>Action</b>	<b>Who is Responsible</b>
"I Am Tech High" will include a diverse variety of students and graduates	Teachers
Clubs will continue to support diverse groups and interests (i.e. GSA)	Club Advisors
Create Ambassador Club full of a diverse variety of students to represent THS at district middle schools	Teachers
Reach out to local businesses and organizations to inquire about displaying student art in their facilities	Principal, Teachers
Deepen partnerships with Technology Middle School through Link Crew activities and sports	Teachers, Principal
Update novel sets in ELA courses to include a diversity of authors and characters	Teachers
Increase the number of SRJC classes taught on campus to increase equity of access	Principal, District
Develop marketing materials in Spanish, create marketing on Spanish language media	Teachers, District

<b>Big Dream Goal</b>	
Hire a Student Activities director (potentially one extra prep for one key teacher) to facilitate student outreach to diverse populations.	

**LCAP Goal:**

Create and maintain optimum learning and working environments for students and staff.

The basis for this goal is that currently less than 50% of the THS student population is female, and the Latino population is underrepresented based on the percentage of Latinos in the surrounding community.

The baseline data, based on enrollment for the 2018-19 school year, indicates that only 38% of the total student body enrollment is female. Furthermore, the percentage of the Latino population at Tech High is lower than the percentage of the Latino population in the surrounding community.

The expected outcomes of implementing the identified strategies is that female enrollment will increase to 45% and the proportion of Latino students will more closely resemble that of the surrounding community.

The staff of Technology High School has developed the following strategies designed to support meeting Goal 4:

**Strategy 1**

- I. Increase awareness of Technology High School among local middle schools
  - a. Develop and expand the tutoring program at Tech High to provide tutoring opportunities to district middle schools to introduce the Tech High program to a broader spectrum of students.
  - b. Create Ambassador Club with a diverse variety of students to represent Tech High at Middle School outreach events.
  - c. Create and expand an “I am Tech High” campaign to highlight the achievements and successes of a diverse variety of Tech High students
  - d. Continue to invite all local students to tour the Tech High campus on ‘Step Up’ days during the Fall.
  - e. Translate Tech High marketing materials to Spanish, to increase access for non-native speakers.

Needed district supports to implement Strategy 1 include:

- a. Providing opportunities for current THS students and teachers will do outreach to local middle schools in the form of tutoring and school visits.
- b. Ensure that marketing materials will portray the variety of students and activities that Tech High offers to attract and retain a diverse student body.
- c. Provide resources so marketing materials are translated into Spanish

## **Strategy 2**

- II. Continue outreach and recruiting strategies aimed at increasing gender and ethnic equity
  - a. All marketing materials will show a balance of genders and ethnicities.
  - b. Tech High will continue to celebrate sports, extra-curricular activities and academics for both male and female students.
  - c. Tech High will continue to support diversity and anti-bullying activities through the Character Strong program.
  - d. Continue to support incoming students with Link Crew, to help them develop friends among the student body and learn the culture of Tech High.
  - e. Continue to employ Restorative Practices to build community and resolve conflict among students.
  - f. Visit successful high schools with diverse populations to explore what strategies work well to retain students of all backgrounds.

Needed district supports to implement Strategy 2 include:

- a. Funding to cover costs associated with sending ASB students to a conference with Houston Craft, a motivational speaker.
- b. Continue contracted access to Restorative Resources for an expulsion diversion program.
- c. Implement a club advisor stipend for select clubs that do diversity outreach

## **Strategy 3**

- III. Ongoing Link Crew activities to increase student satisfaction with campus life

- a. All marketing materials will show a balance of genders and ethnicities
- b. Tech High will continue to celebrate sports, extra-curricular activities and academics for both male and female students.
- c. Tech High will continue to support diversity and anti-bullying activities through the Character Strong program.
- d. Continue to support incoming students with Link Crew, to help them develop friends among the student body and learn the culture of Tech High.
- e. Develop a partnership with Technology Middle School through Link Crew activities (and possibly intramural sports and activities)
- f. Continue to employ Restorative Practices to build community and resolve conflict among students.

Needed district supports to implement Strategy 3 include:

- a. Funding to cover costs associated with sending ASB students to a conference with Houston Craft.
- b. Continue contracted access to Restorative Resources for an expulsion diversion program.

#### **Strategy 4**

**IV.** Continue to offer classes through the Santa Rosa Junior College

- a. Explore opportunities based on student interest and availability to increase SRJC course offerings on the Tech High campus.

Needed district supports to implement Strategy 4 include:

- a. Possible release time to meet with administrative staff and instructors at the SRJC.

#### **Strategy 5**

**V.** Continue to offer club support to diverse student groups

- a. Maintain and increase support for LGBT students through the Gay-Straight Alliance
- b. Inform students of opportunities to create clubs that support other diverse student groups

Needed district supports to implement Strategy 4 include:

- a. Possible release time for staff to attend local diversity conferences related to clubs at Tech High

# Appendix

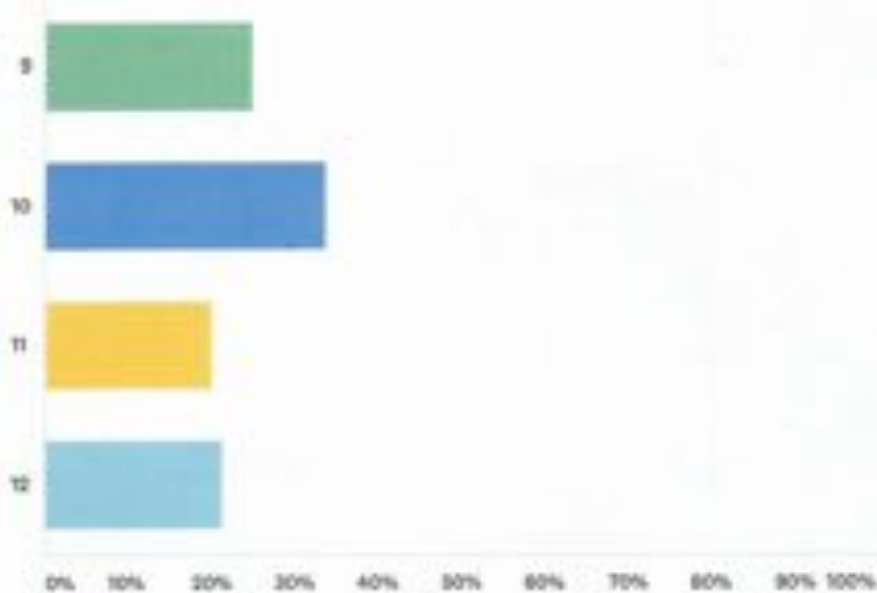
## Q1 What is your student's gender identity?

Answered: 80 Skipped: 0



## Q2 What is your student's current grade?

Answered: 80 Skipped: 0

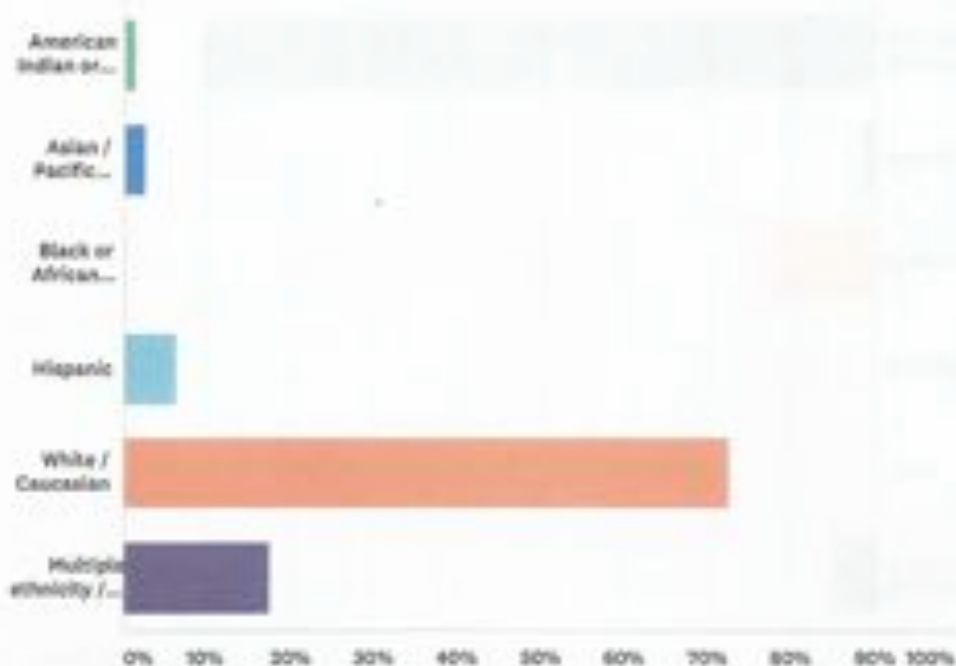


ANSWER CHOICES	RESPONSES	
9	25.00%	20
10	33.75%	27
11	20.00%	16
12	21.25%	17
TOTAL		80



### Q3 Which race/ethnicity best describes your student? (Please choose only one.)

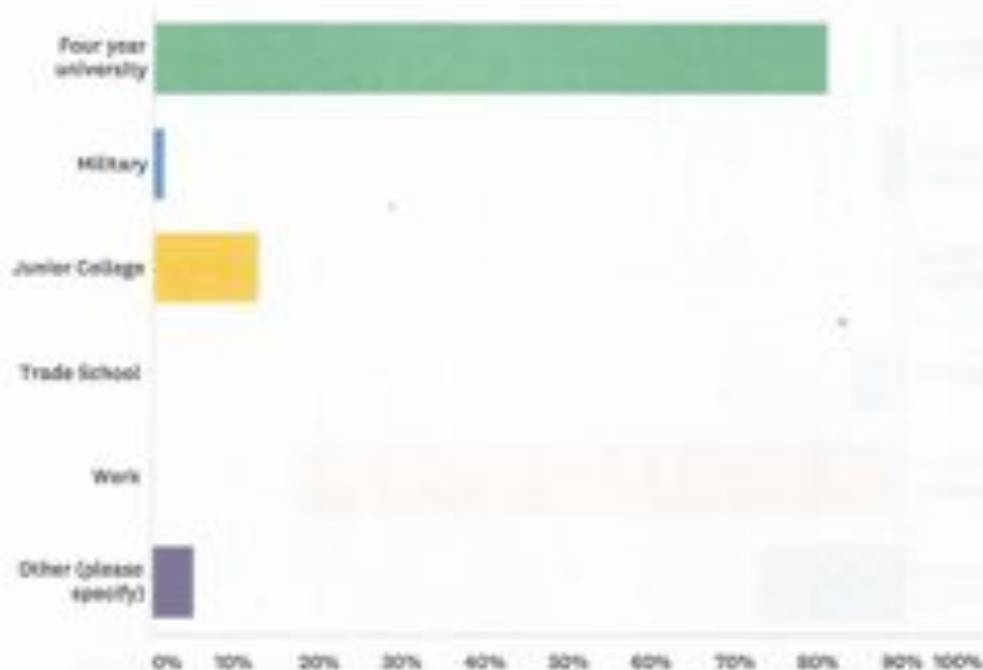
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	1.25%	1
Asian / Pacific Islander	2.50%	2
Black or African American	0.00%	0
Hispanic	6.25%	5
White / Caucasian	72.50%	58
Multiple ethnicity / Other (please specify)	17.50%	14
<b>TOTAL</b>		<b>80</b>

### Q4 What are your student's plans immediately after graduating Technology High School?

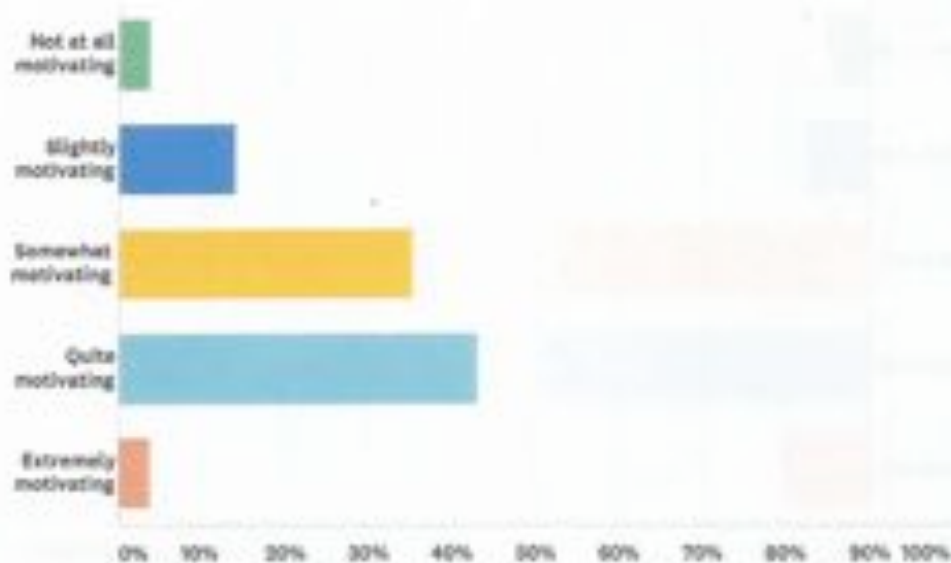
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Four year university	81.01%	64
Military	1.27%	1
Junior College	12.66%	10
Trade School	0.00%	0
Work	0.00%	0
Other (please specify)	5.06%	4
TOTAL		79

### Q5 How motivating are the classroom lessons at Technology High School?

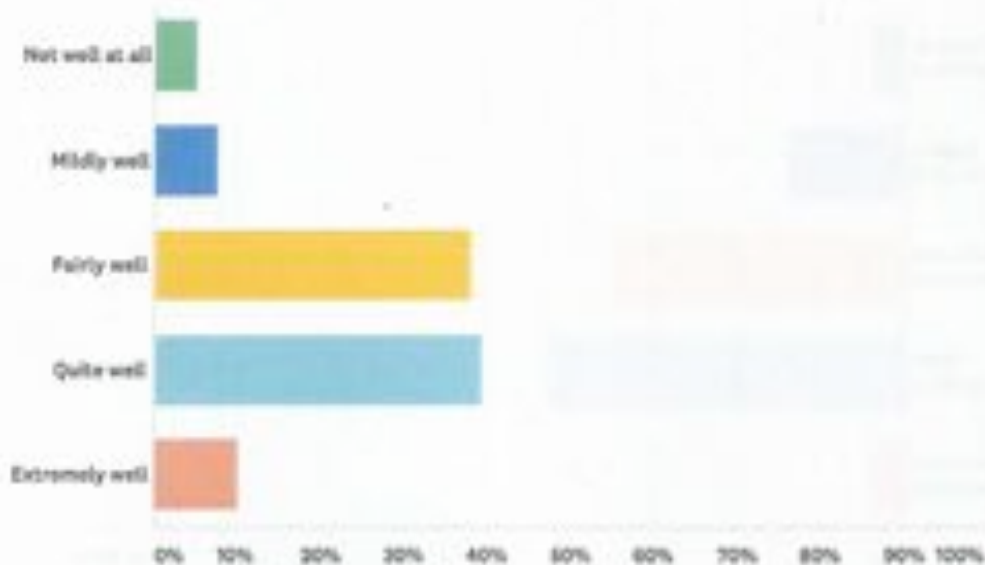
Answered: 70 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all motivating	3.80%	3
Slightly motivating	13.92%	11
Somewhat motivating	35.44%	28
Quite motivating	43.04%	34
Extremely motivating	3.80%	3
TOTAL		70

### Q6 How well does the school staff at Technology High School create a school environment that helps students to learn?

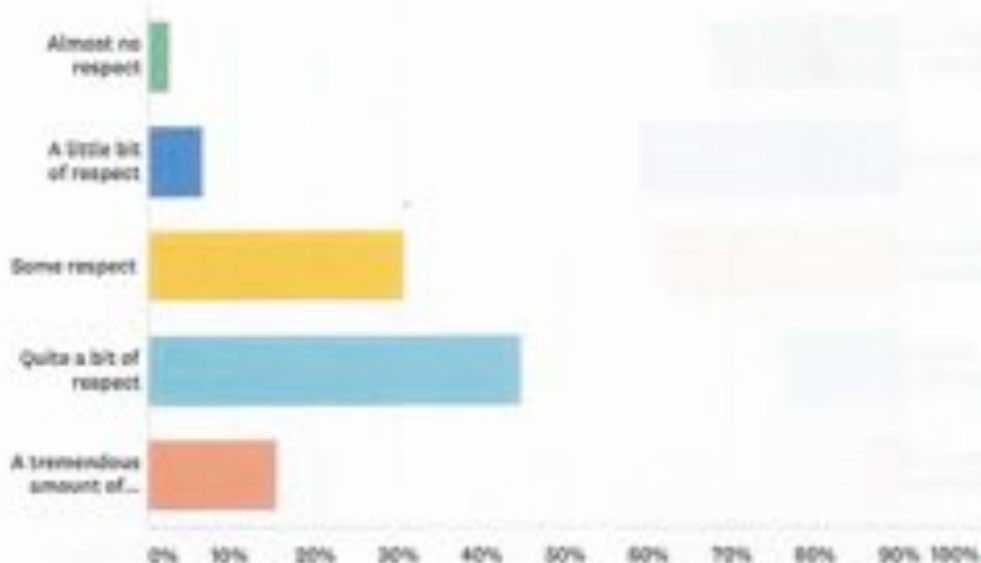
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not well at all	5.06%	4
Mildly well	7.59%	6
Fairly well	37.87%	30
Quite well	39.24%	31
Extremely well	10.13%	8
<b>TOTAL</b>		<b>79</b>

### Q7 Overall, how much respect do you think the staff at Technology High School have for the families?

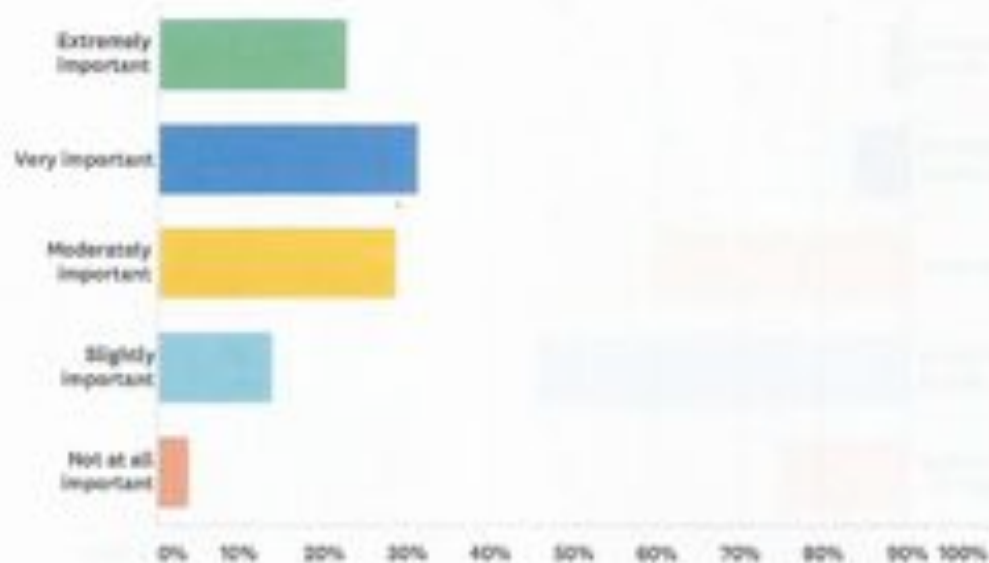
Answered: 78 Skipped: 2



ANSWER CHOICES	RESPONSES	
Almost no respect	2.56%	2
A little bit of respect	6.41%	5
Some respect	30.77%	24
Quite a bit of respect	44.87%	35
A tremendous amount of respect	15.38%	12
<b>TOTAL</b>		<b>78</b>

## Q8 How important do you think community service is to your student's education?

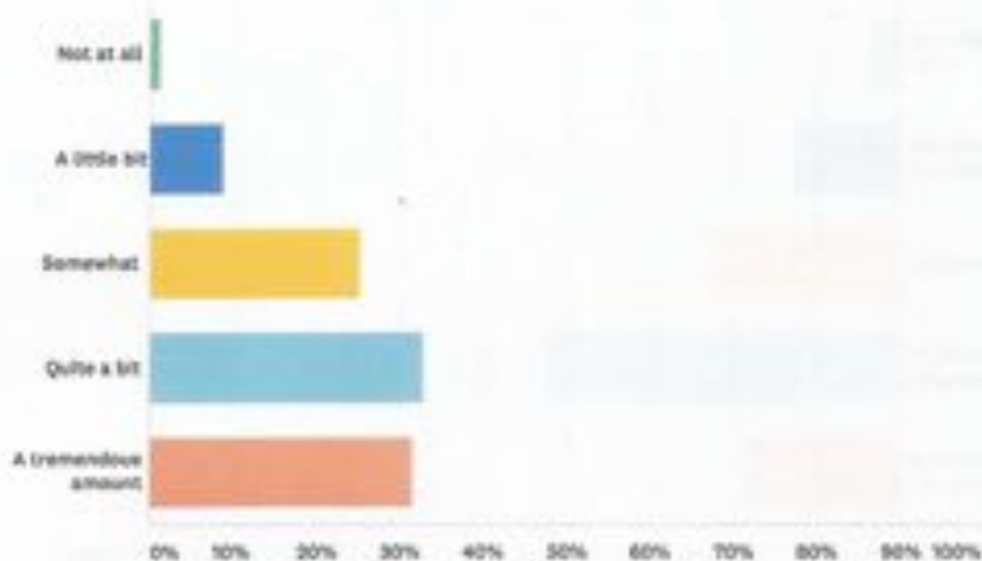
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely important	22.50%	18
Very important	31.25%	25
Moderately important	28.75%	23
Slightly important	13.75%	11
Not at all important	3.75%	3
TOTAL		80

### Q9 To what extent does your student enjoy going to Technology High School?

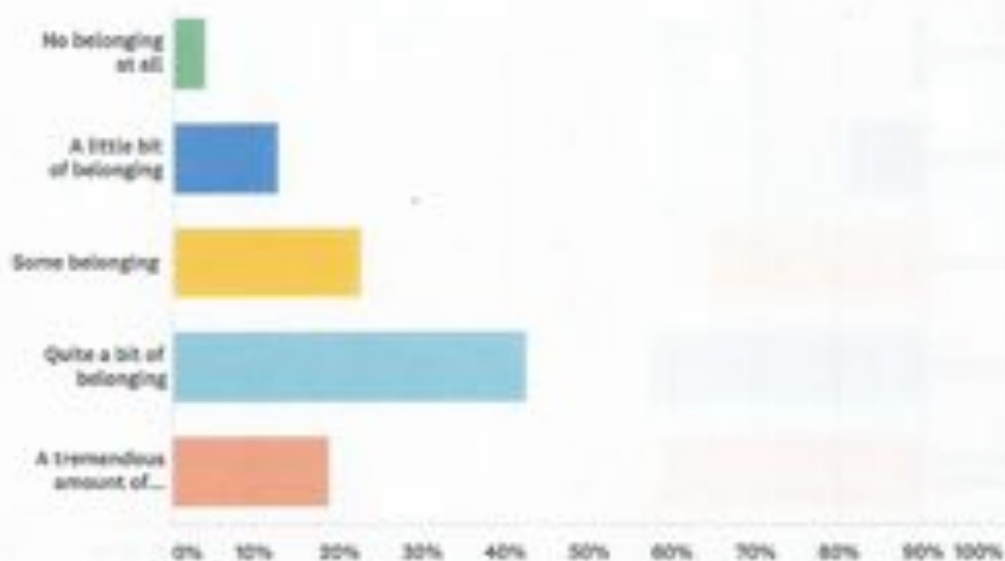
Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all	1.27%	1
A little bit	8.86%	7
Somewhat	25.32%	20
Quite a bit	32.91%	26
A tremendous amount	31.65%	25
<b>TOTAL</b>		<b>79</b>

### Q10 How much of a sense of belonging does your student feel at Technology High School?

Answered: 80 Skipped: 0

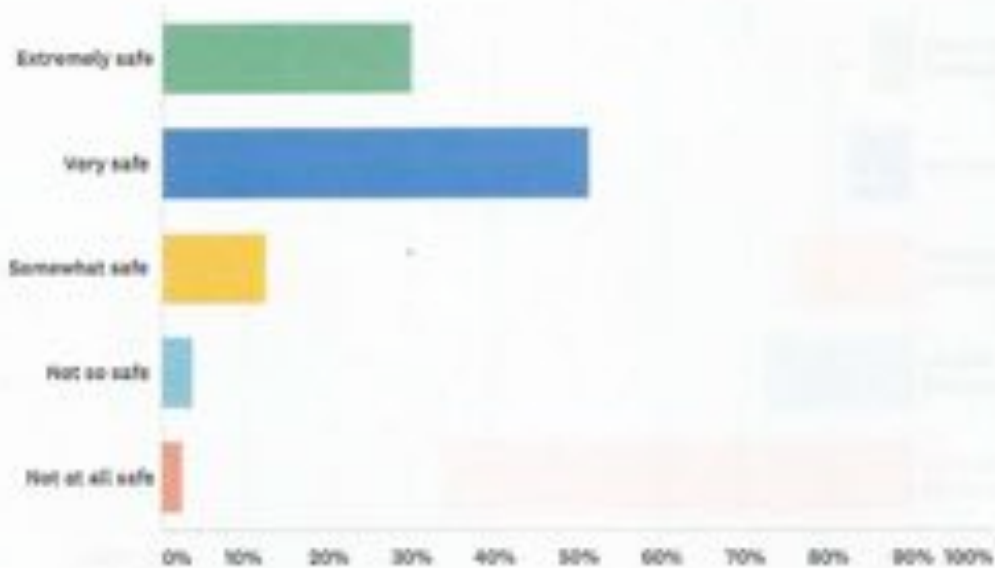


ANSWER CHOICES	RESPONSES	
No belonging at all	3.75%	3
A little bit of belonging	12.50%	10
Some belonging	22.50%	18
Quite a bit of belonging	42.50%	34
A tremendous amount of belonging	18.75%	15
<b>TOTAL</b>		<b>80</b>



## Q11 How safe does your student feel on campus?

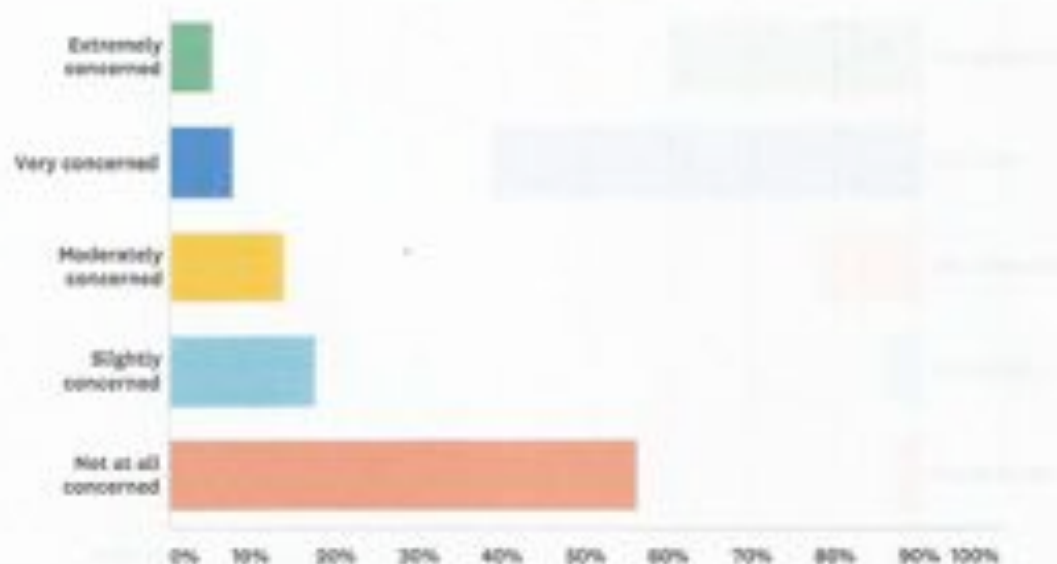
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely safe	30.00% 24
Very safe	51.25% 41
Somewhat safe	12.50% 10
Not so safe	3.75% 3
Not at all safe	2.50% 2
TOTAL	80

## Q12 How concerned are you about bullying at Technology High School?

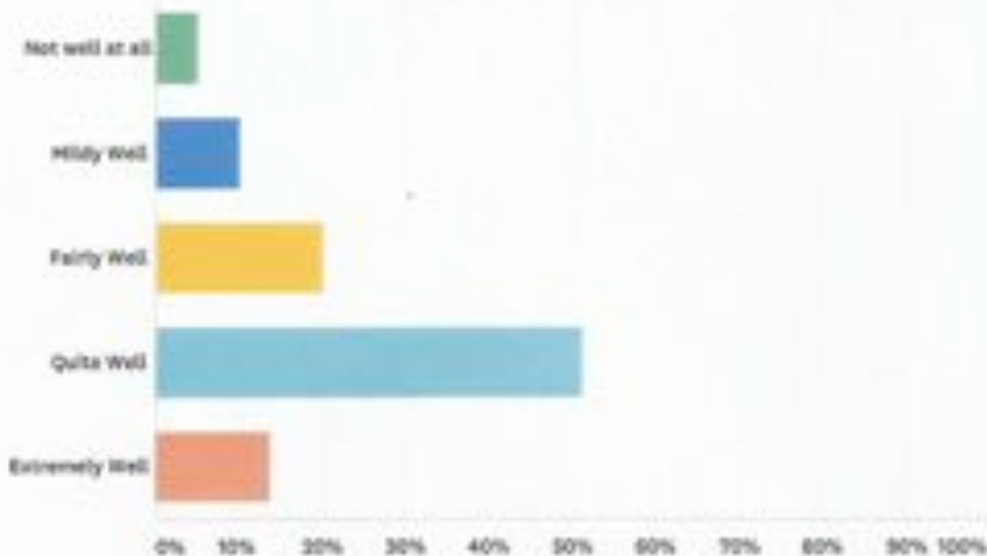
Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely concerned	5.00%	4
Very concerned	7.50%	6
Moderately concerned	13.75%	11
Slightly concerned	17.50%	14
Not at all concerned	56.25%	45
<b>TOTAL</b>		<b>80</b>

### Q13 How well do you feel Technology High School is preparing your student for their college and career goals?

Answered: 60 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not well at all	5.00%	4
Mildly Well	10.00%	6
Fairly Well	20.00%	16
Quite Well	51.25%	41
Extremely Well	13.75%	11
TOTAL		60

Q14 Any areas where Technology High school did particularly well? Any areas of growth? If your comment is in regards to a specific question in the survey, please indicate the question number.

Answered: 45 Skipped: 38

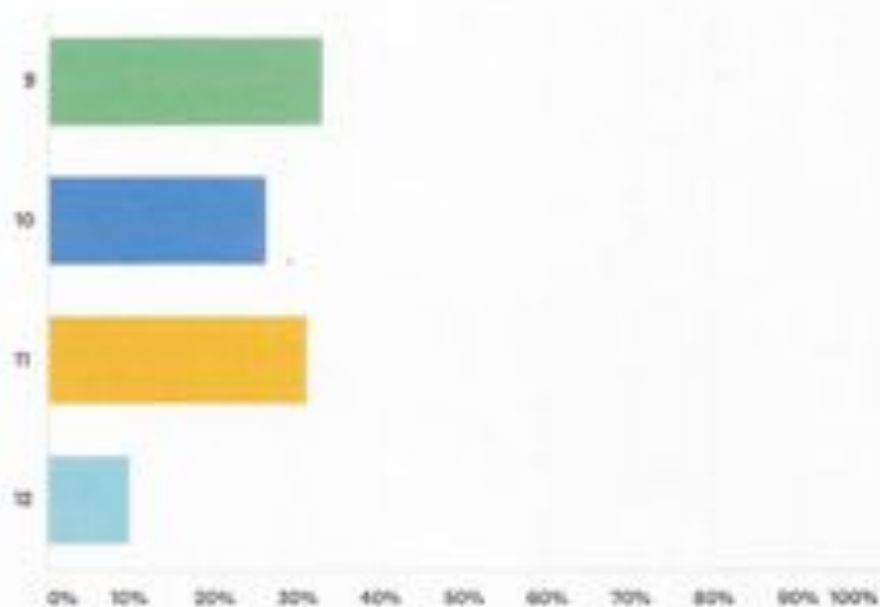
## Q1 What is your student's gender identity?

Answered: 59 Skipped: 2



## Q2 What is your student's current grade?

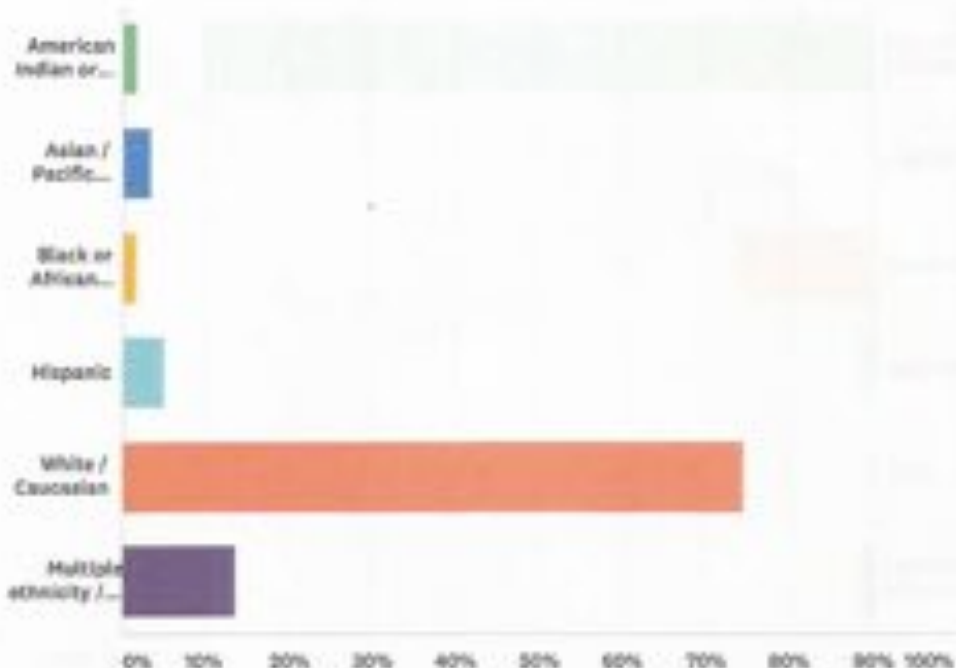
Answered: 61 Skipped: 0



ANSWER CHOICES	RESPONSES	
9	32.79%	20
10	26.23%	16
11	31.15%	19
12	9.84%	6
TOTAL		61

### Q3 Which race/ethnicity best describes your student? (Please choose only one.)

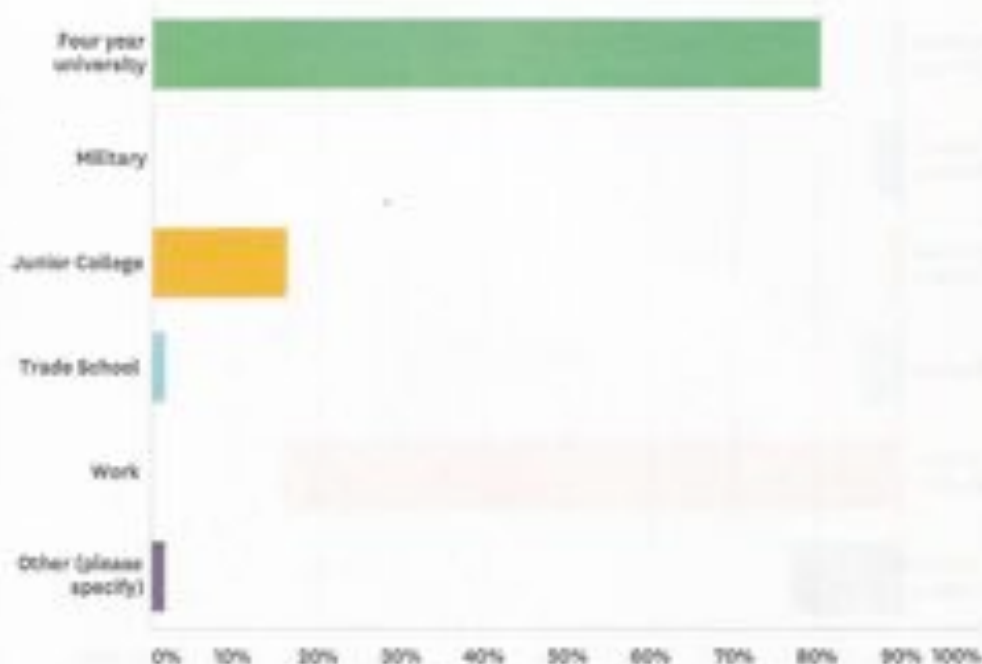
Answered: 50 Skipped: 2



ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	1.00%	1
Asian / Pacific Islander	3.33%	2
Black or African American	1.67%	1
Hispanic	5.00%	3
White / Caucasian	74.50%	44
Multiple ethnicity / Other (please specify)	13.56%	8
<b>TOTAL</b>		<b>50</b>

### Q4 What are your student's plans immediately after graduating Technology High School?

Answered: 61 Skipped: 0

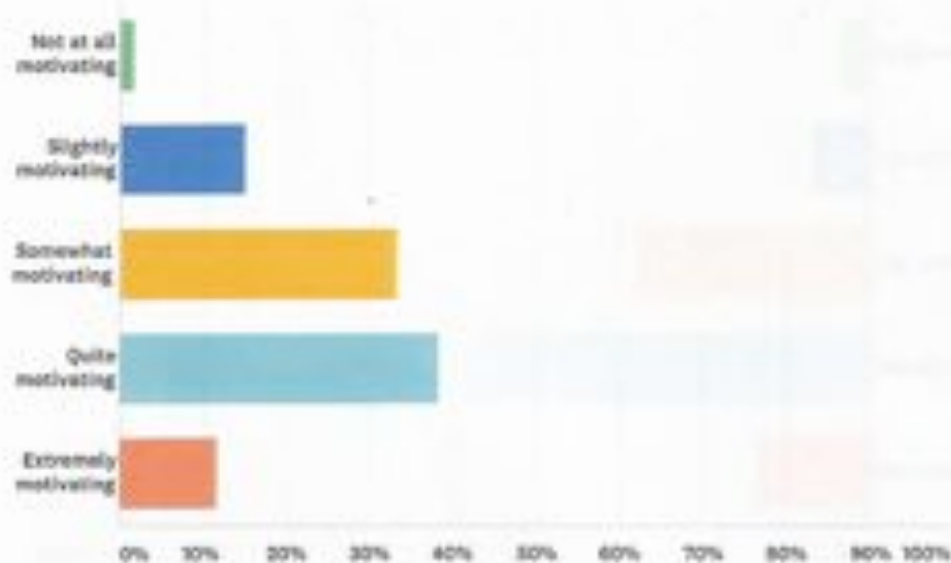


ANSWER CHOICES	RESPONSES	
Four year university	80.33%	49
Military	0.00%	0
Junior College	16.39%	10
Trade School	1.64%	1
Work	0.00%	0
Other (please specify)	1.64%	1
<b>TOTAL</b>		<b>61</b>



## Q5 How motivating are the classroom lessons at Technology High School?

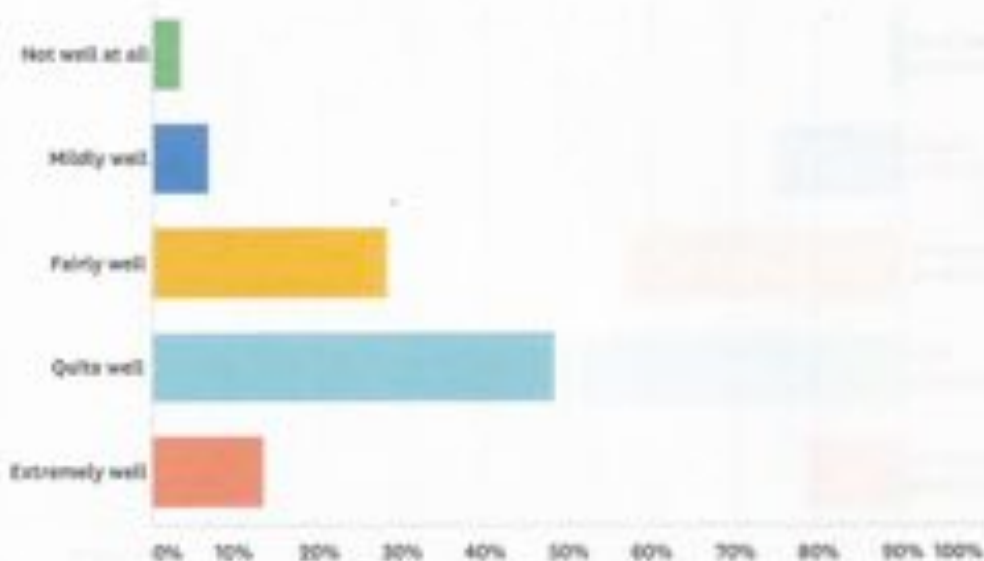
Answered: 60 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all motivating	1.67%	1
Slightly motivating	15.00%	9
Somewhat motivating	33.33%	20
Quite motivating	38.33%	23
Extremely motivating	11.67%	7
<b>TOTAL</b>		<b>60</b>

### Q6 How well does the school staff at Technology High School create a school environment that helps students to learn?

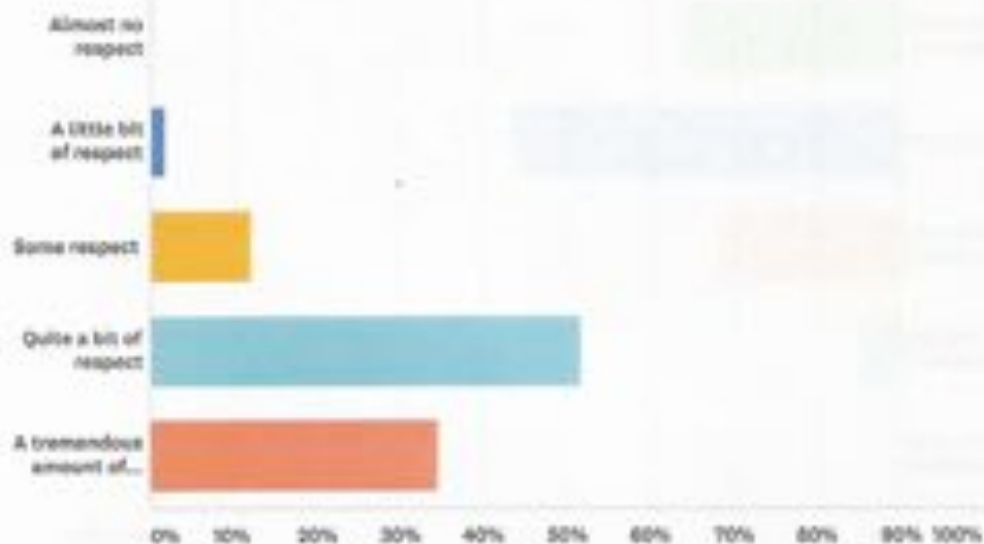
Answered: 60 Skipped: 1



ANSWER CHOICES	RESPONSES
Not well at all	3.33% 2
Mildly well	6.67% 4
Fairly well	28.33% 17
Quite well	48.33% 29
Extremely well	13.33% 8
<b>TOTAL</b>	<b>60</b>

### Q7 Overall, how much respect do you think the staff at Technology High School have for the families?

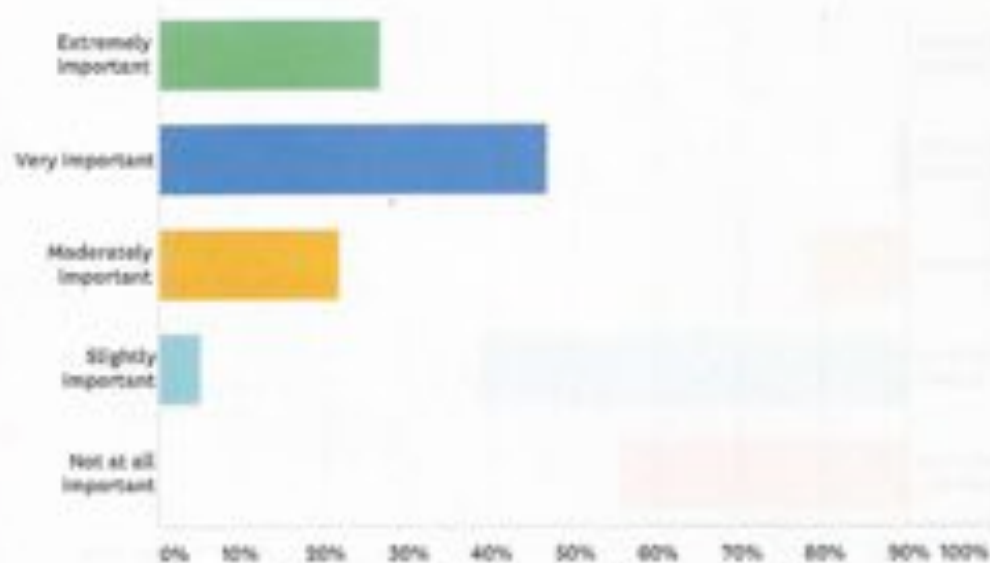
Answered: 58 Skipped: 0



ANSWER CHOICES	RESPONSES	
Almost no respect	0.00%	0
A little bit of respect	1.72%	1
Some respect	12.07%	7
Quite a bit of respect	51.72%	30
A tremendous amount of respect	34.48%	20
<b>TOTAL</b>		<b>58</b>

## Q8 How important do you think community service is to your student's education?

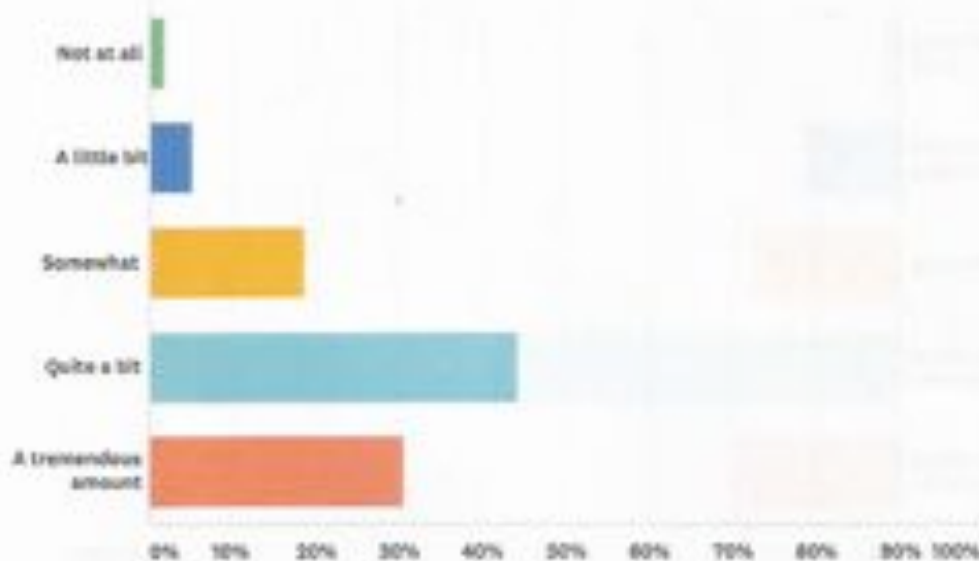
Answered: 60 Skipped: 1



ANSWER CHOICES	RESPONSES	
Extremely Important	26.67%	16
Very Important	48.33%	29
Moderately Important	21.67%	13
Slightly important	5.00%	3
Not at all important	0.00%	0
TOTAL		60

## Q9 To what extent does your student enjoy going to Technology High School?

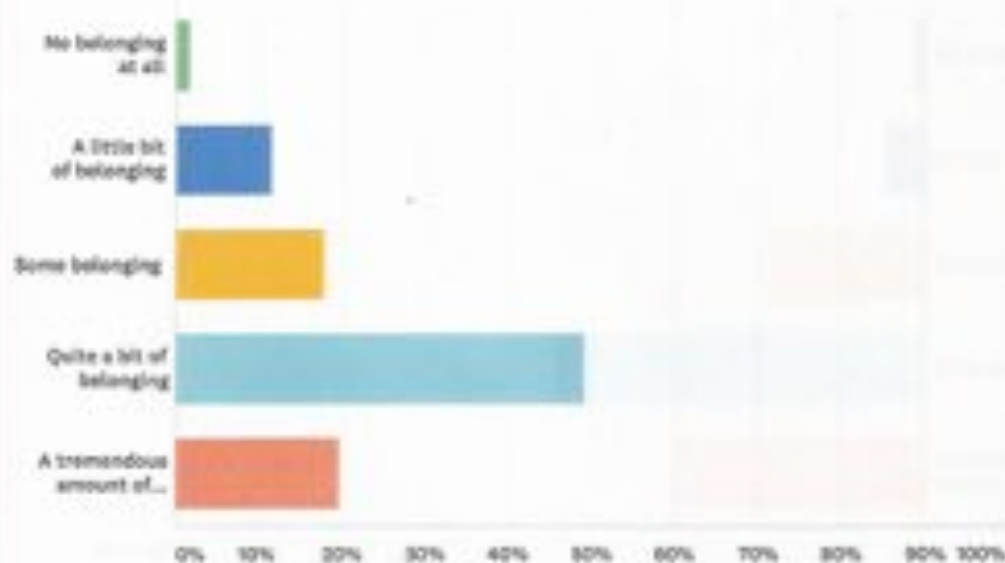
Answered: 59 Skipped: 2



ANSWER CHOICES	RESPONSES	
Not at all	1.69%	1
A little bit	5.08%	3
Somewhat	18.64%	11
Quite a bit	44.07%	28
A tremendous amount	30.51%	18
TOTAL		59

### Q10 How much of a sense of belonging does your student feel at Technology High School?

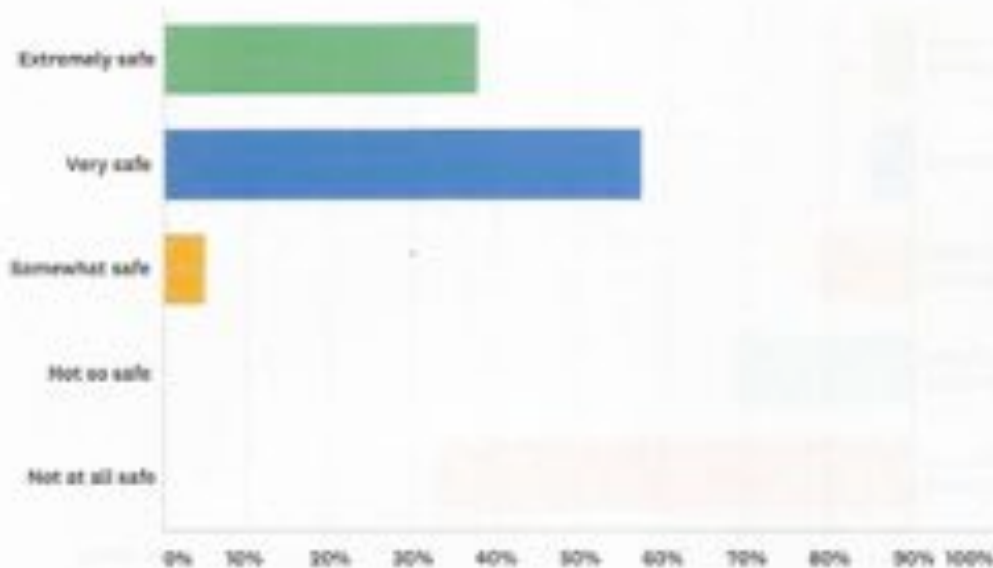
Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES
No belonging at all	1.24% 1
A little bit of belonging	11.48% 7
Some belonging	18.03% 11
Quite a bit of belonging	49.16% 30
A tremendous amount of belonging	19.67% 12
TOTAL	81

## Q11 How safe does your student feel on campus?

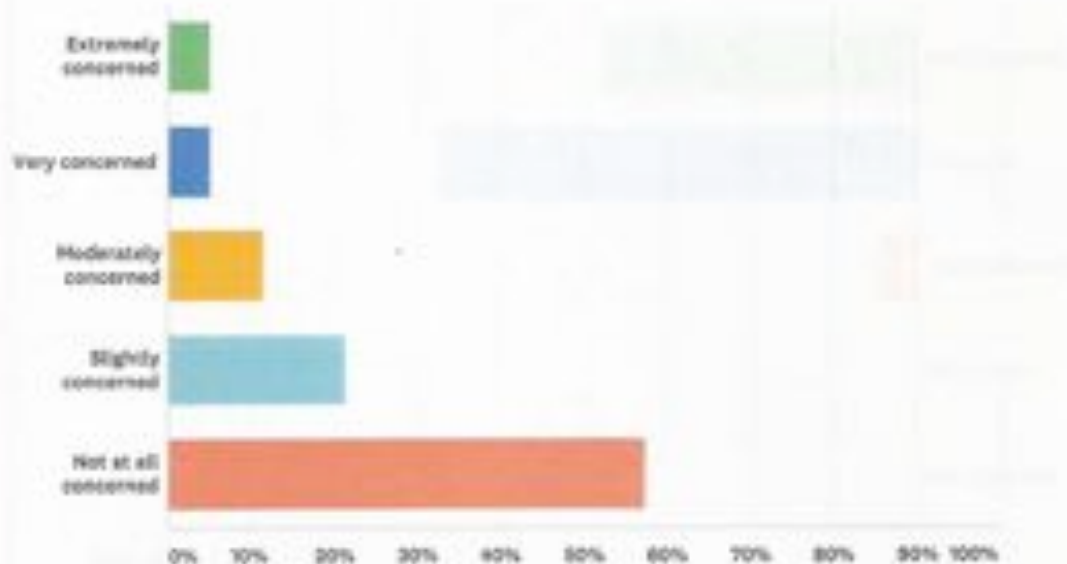
Answered: 61 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely safe	37.70%	23
Very safe	57.38%	35
Somewhat safe	4.92%	3
Not so safe	0.00%	0
Not at all safe	0.00%	0
TOTAL		61

## Q12 How concerned are you about bullying at Technology High School?

Answered: 61 Skipped: 0

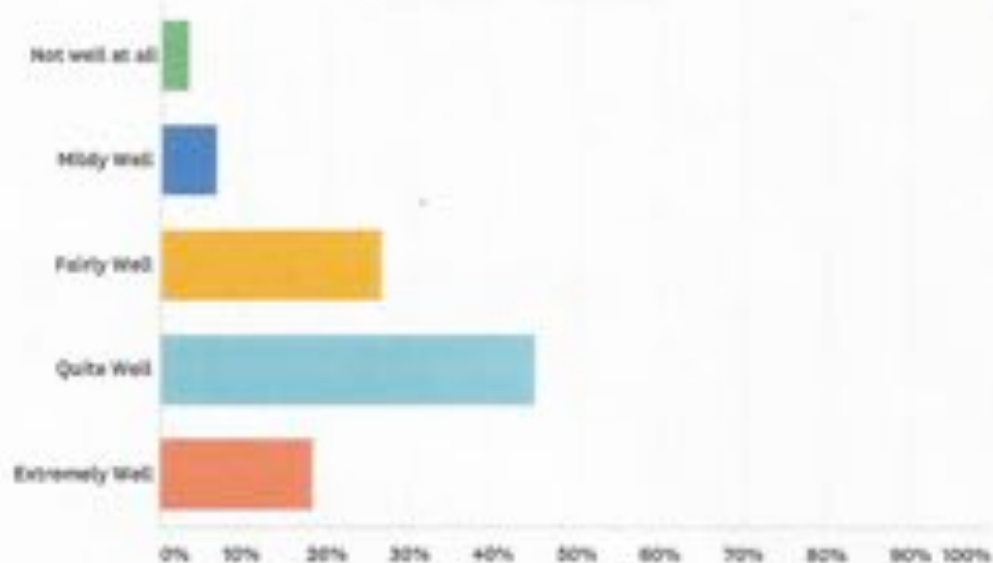


ANSWER CHOICES	RESPONSES
Extremely concerned	4.92% 3
Very concerned	4.92% 3
Moderately concerned	11.48% 7
Slightly concerned	21.31% 13
Not at all concerned	57.38% 35
TOTAL	61



### Q13 How well do you feel Technology High School is preparing your student for their college and career goals?

Answered: 60 Skipped: 1



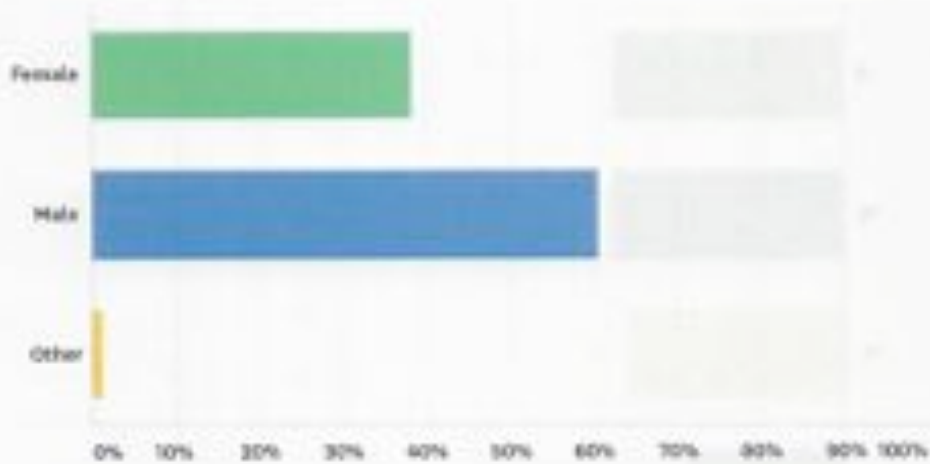
ANSWER CHOICES	RESPONSES	
Not well at all	3.33%	2
Mildly Well	6.67%	4
Fairly Well	26.67%	16
Quite Well	45.00%	27
Extremely Well	18.33%	11
TOTAL		60

Q14 Any areas where Technology High school did particularly well? Any areas of growth? If your comment is in regards to a specific question in the survey, please indicate the question number.

Answered: 31 Skipped: 30

## Q1 What is your gender identity?

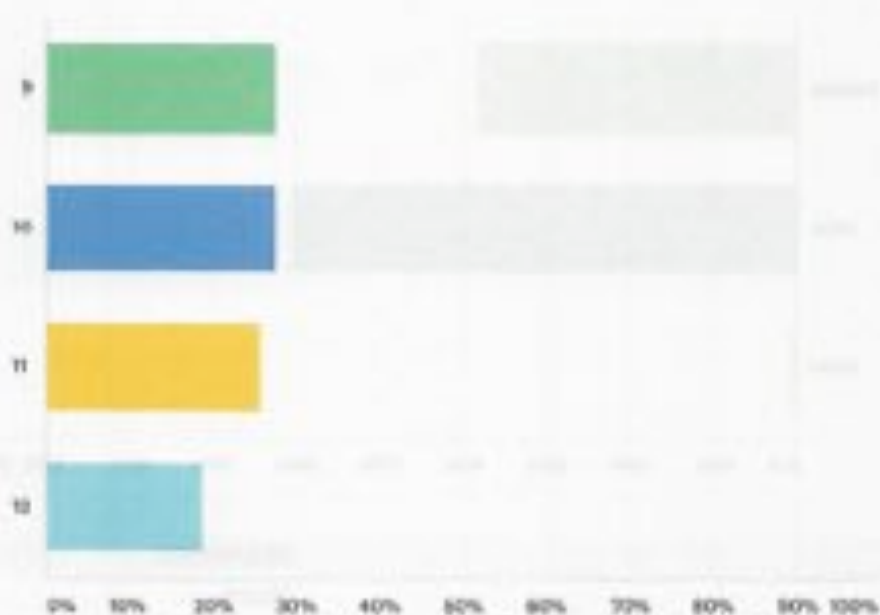
Answered: 314 Skipped: 0



ANSWER CHOICES	RESPONSES
Female	38.22% 120
Male	62.51% 190
Other	1.27% 4
<b>TOTAL</b>	<b>314</b>

## Q2 What is your current grade?

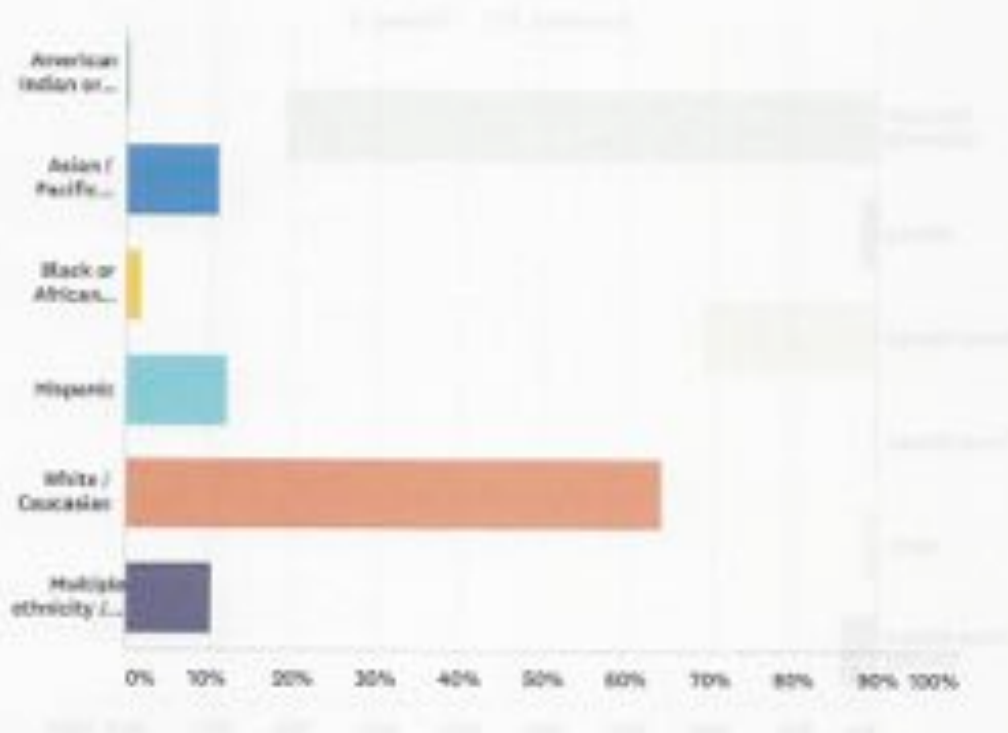
Answered: 314 Skipped: 0



ANSWER CHOICES	RESPONSES	
9	27.71%	87
10	27.71%	87
11	25.80%	81
12	18.79%	59
TOTAL		314

## Q3 Which race/ethnicity best describes you? (Please choose only one.)

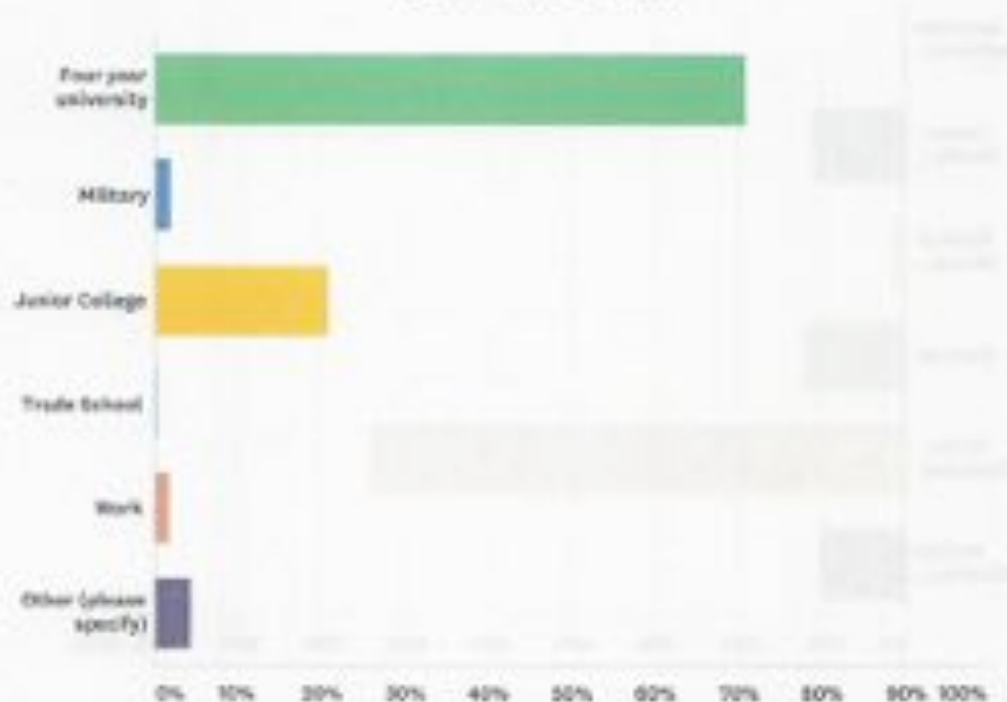
Answered: 313 Skipped: 1



ANSWER CHOICES	RESPONSES
American Indian or Alaskan Native	0.32% 1
Asian / Pacific Islander	11.18% 35
Black or African American	1.92% 6
Hispanic	12.14% 38
White / Caucasian	64.22% 201
Multiple ethnicity / Other (please specify)	10.22% 32
<b>TOTAL</b>	<b>313</b>

### Q4 What are your plans immediately after graduating Technology High School?

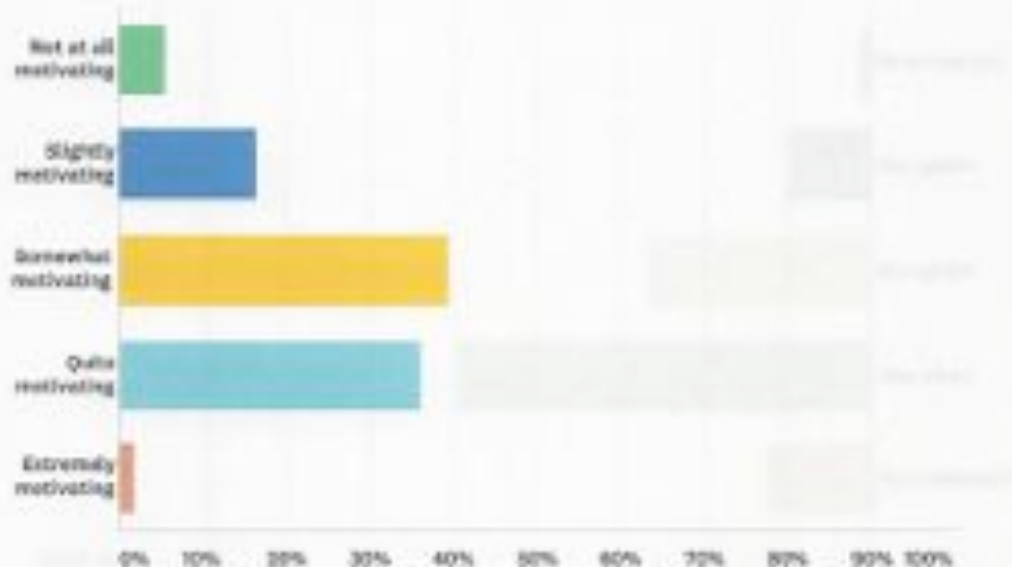
Answered: 312 Skipped: 2



ANSWER CHOICES	RESPONSES
Four year university	70.53% 221
Military	1.92% 6
Junior College	20.83% 66
Trade School	0.32% 1
Work	1.60% 5
Other (please specify)	4.40% 14
TOTAL	312

## Q5 How motivating are the classroom lessons at Technology High School?

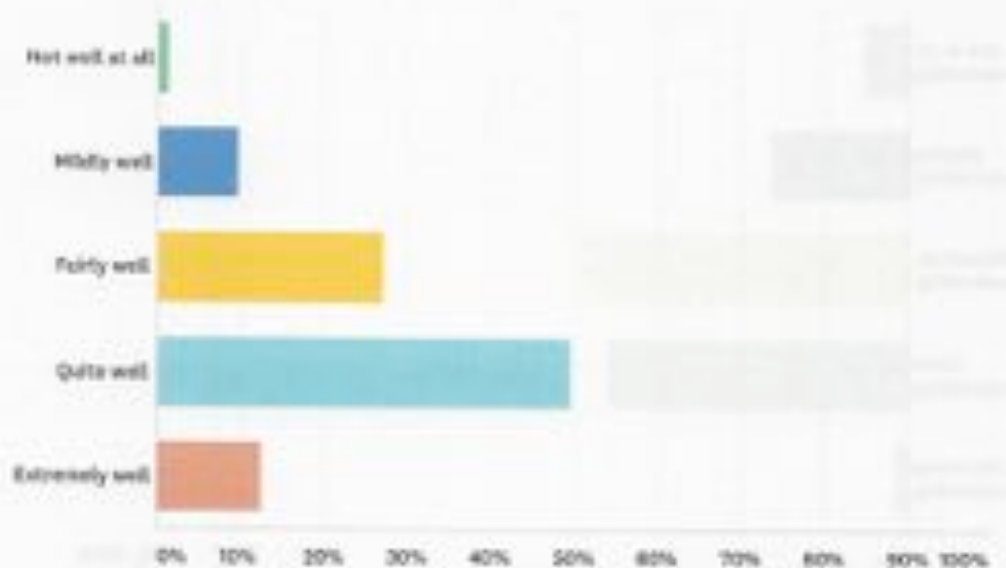
Answered: 313 Skipped: 1



ANSWER CHOICES	PERCENTAGE	RESPONSES
Not at all motivating	5.75%	18
Slightly motivating	16.01%	52
Somewhat motivating	39.62%	124
Quite motivating	36.10%	113
Extremely motivating	1.82%	6
TOTAL		313

### Q6 How well does the school staff at Technology High School create a school environment that helps students to learn?

Answered: 313 Skipped: 1

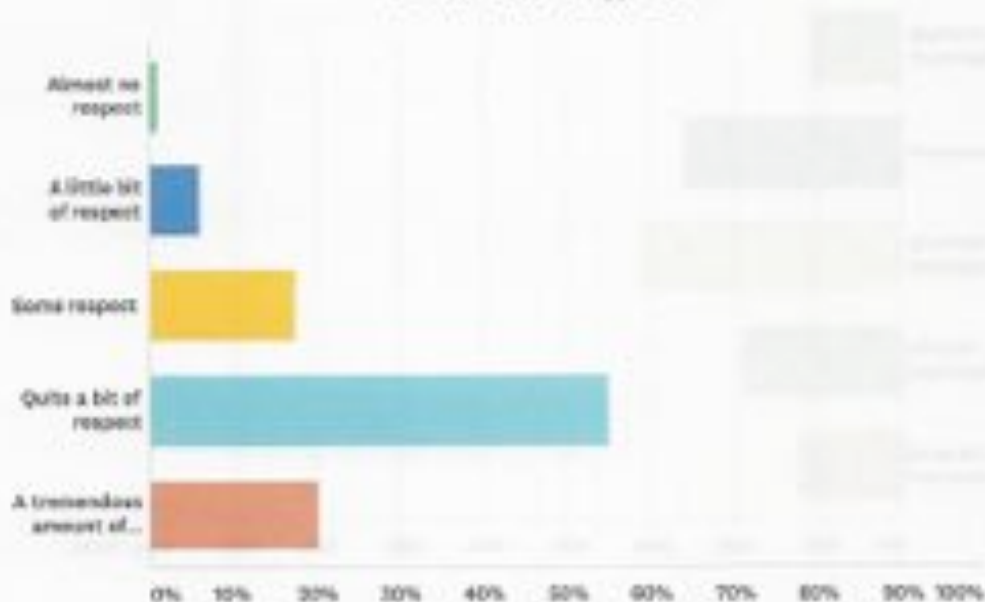


ANSWER CHOICES	PERCENTAGE	RESPONSES
Not well at all	1.28%	4
Mildly well	9.58%	30
Fairly well	27.16%	85
Quite well	49.52%	155
Extremely well	12.46%	39
<b>TOTAL</b>		<b>313</b>



### Q7 Overall, how much respect do you think the staff at Technology High School have for the students?

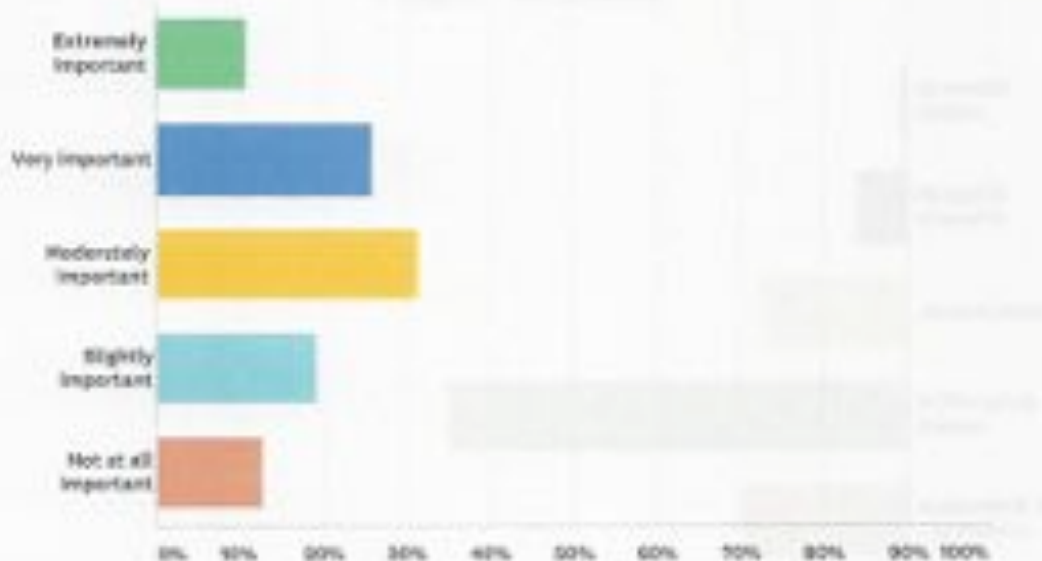
Answered: 314 Skipped: 0



ANSWER CHOICES	RESPONSES
Almost no respect	0.96% 3
A little bit of respect	6.05% 19
Some respect	17.52% 55
Quite a bit of respect	55.10% 173
A tremendous amount of respect	20.38% 64
TOTAL	314

## Q8 How important do you think community service is to your education?

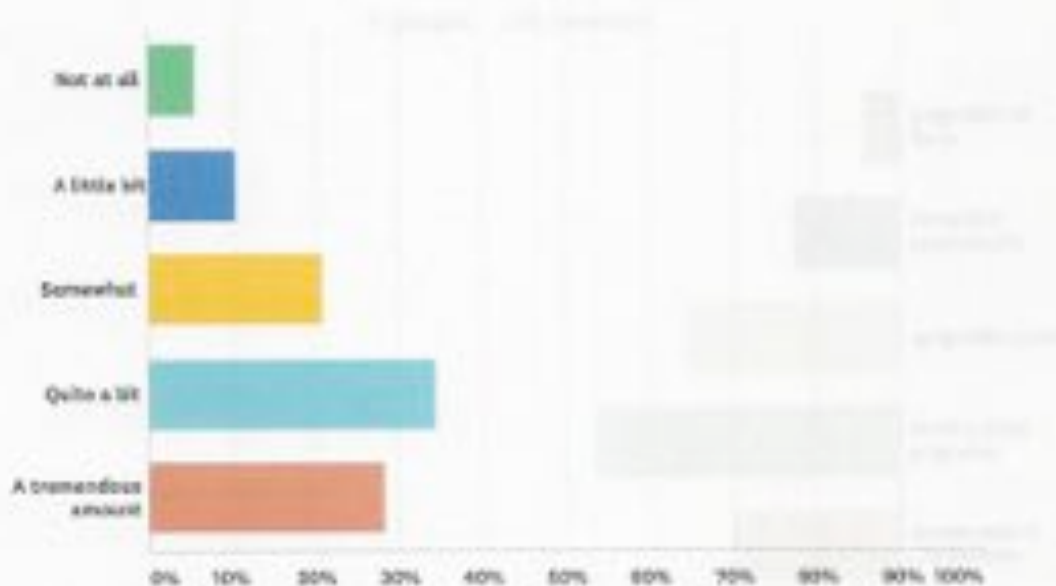
Answered: 313 Skipped: 1



ANSWER CHOICES	RESPONSES
Extremely important	10.00% 34
Very important	25.00% 81
Moderately important	31.31% 98
Slightly important	19.17% 60
Not at all important	12.78% 40
TOTAL	313

## Q9 To what extent do you enjoy going to Technology High School?

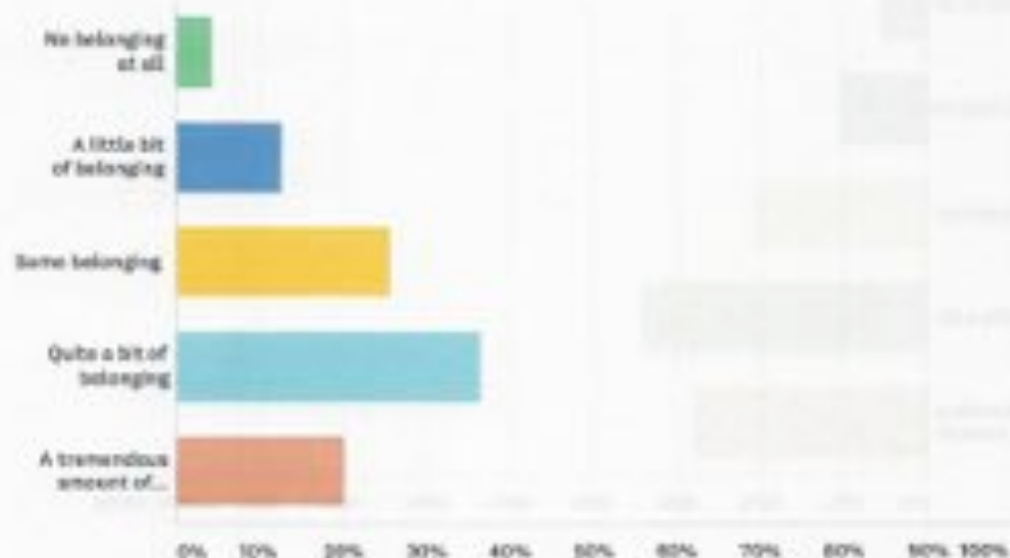
Answered: 314 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all	8.73%	18
A little bit	16.51%	33
Somewhat	21.02%	66
Quite a bit	34.39%	108
A tremendous amount	28.34%	89
TOTAL		314

### Q10 How much of a sense of belonging do you feel at Technology High School?

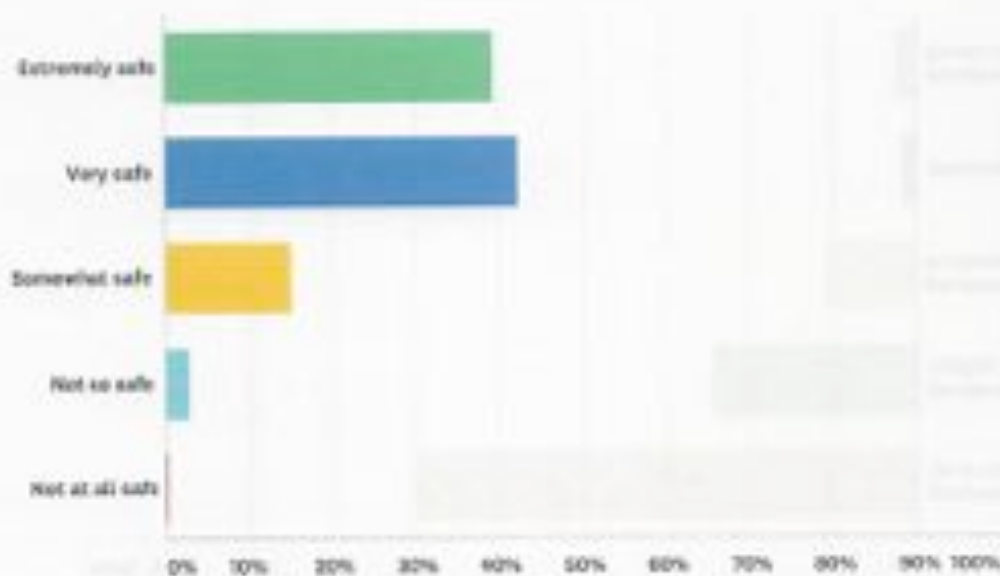
Answers: 314 Skipped: 0

**ANSWER CHOICES****RESPONSES**

No belonging at all	4.8%	14
A little bit of belonging	12.7%	40
Some belonging	25.8%	81
Quite a bit of belonging	36.3%	115
A tremendous amount of belonging	20.3%	64
<b>TOTAL</b>		<b>314</b>

## Q11 How safe do you feel on campus?

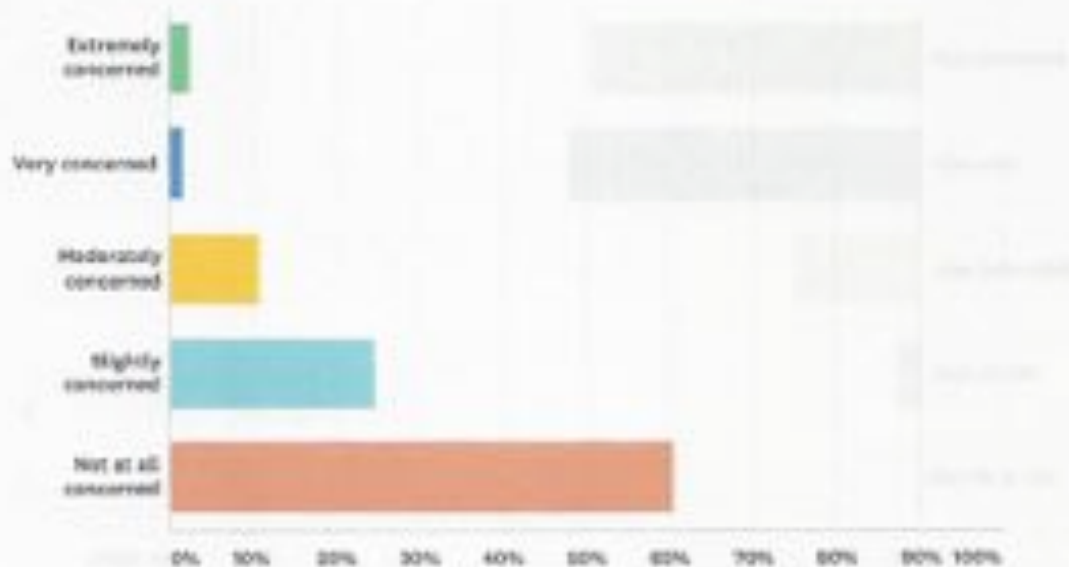
Answered: 313 Skipped: 1



ANSWER CHOICES	RESPONSES	
Extremely safe	39.30%	123
Very safe	42.17%	133
Somewhat safe	15.34%	48
Not so safe	2.88%	9
Not at all safe	0.32%	1
<b>TOTAL</b>		<b>313</b>

## Q12 How concerned are you about bullying at Technology High School?

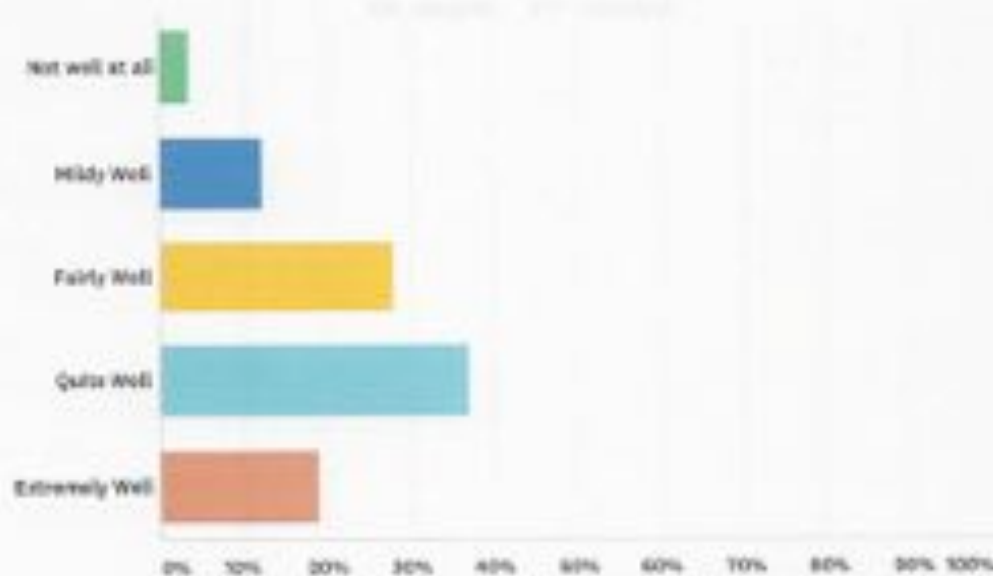
Answered: 313 | Skipped: 1



ANSWER CHOICES	RESPONSES
Extremely concerned	2.9% 8
Very concerned	1.0% 5
Moderately concerned	10.6% 34
Slightly concerned	24.6% 77
Not at all concerned	60.3% 189
TOTAL	313

### Q13 How well do you feel Technology High School is preparing you for college and career goals?

Answered: 314 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not well at all	3.50%	11
Mildly Well	12.42%	39
Fairly Well	28.03%	88
Quite Well	36.94%	116
Extremely Well	19.11%	60
TOTAL		314

Q14 Any areas where Technology High school did particularly well? Any areas of growth? If your comment is in regards to a specific question in the survey, please indicate the question number.

Answered: 119 Skipped: 106

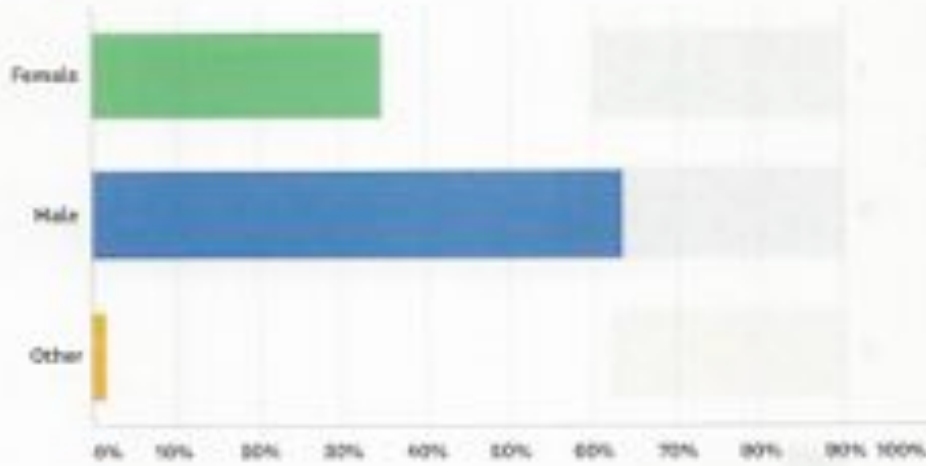


Response	Count	Percentage
Particularly well	10	8.4%
Areas of growth	20	16.8%
Both	40	33.6%
Neither	30	25.2%
Other	10	8.4%



## Q1 What is your gender identity?

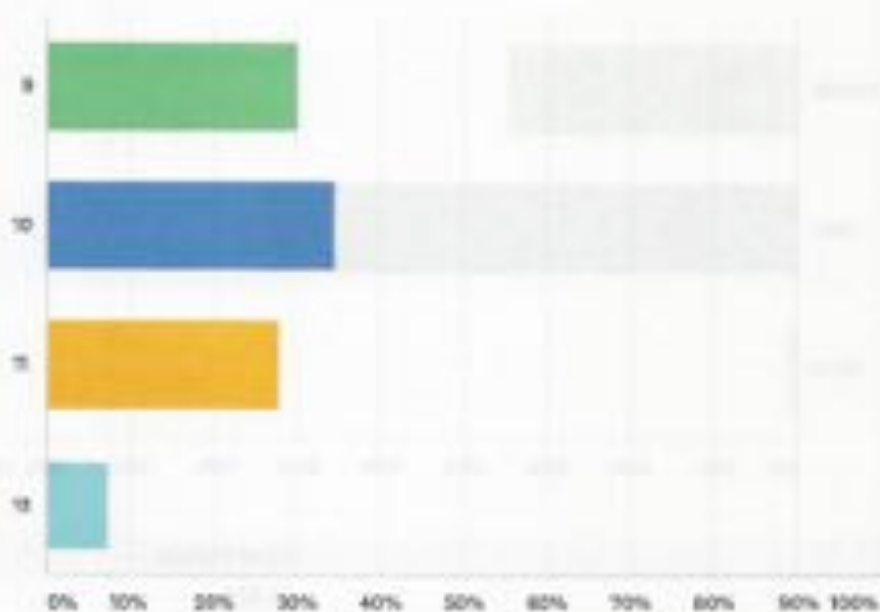
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES	
Female	34.80%	87
Male	63.60%	159
Other	1.60%	4
<b>TOTAL</b>		<b>250</b>

## Q2 What is your current grade?

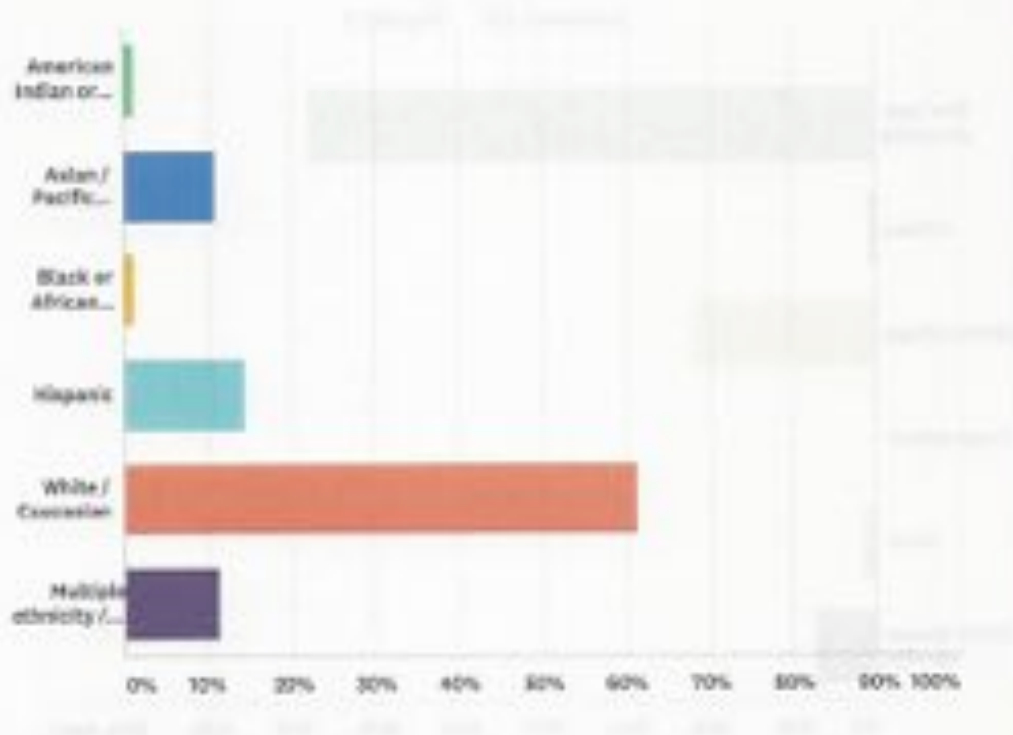
Answered: 240 Skipped: 1



ANSWER CHOICES	RESPONSES	
9	30.12%	75
10	34.54%	86
11	28.11%	70
12	7.23%	18
TOTAL		240

## Q3 Which race/ethnicity best describes you? (Please choose only one.)

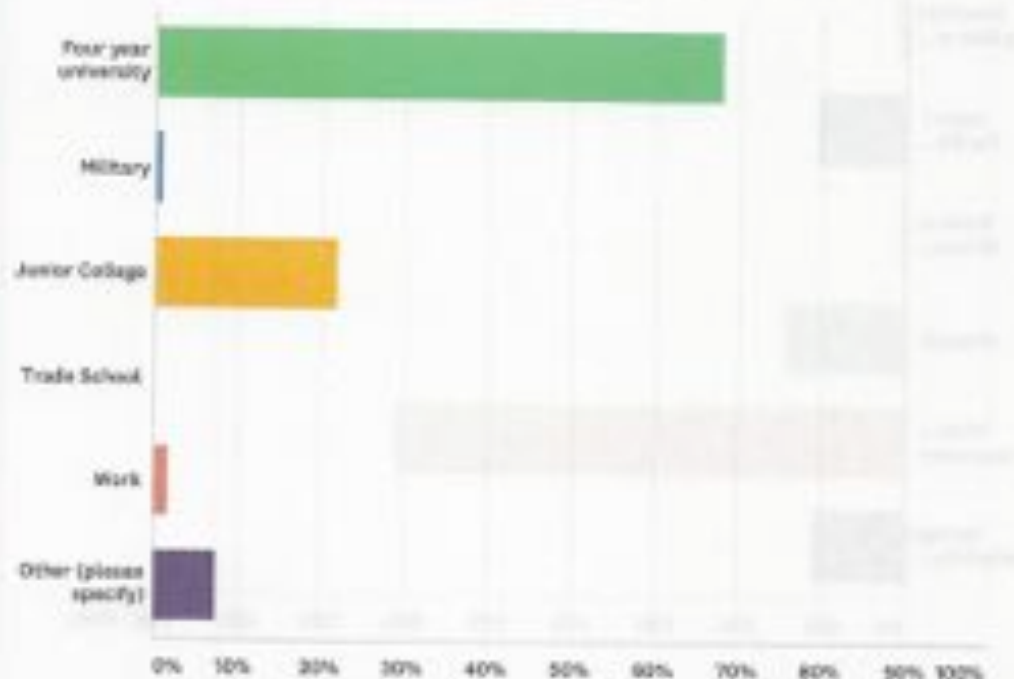
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
American Indian or Alaskan Native	1.20% 3
Asian / Pacific Islander	10.80% 27
Black or African American	1.20% 3
Hispanic	14.40% 36
White / Caucasian	61.20% 153
Multiple ethnicity / Other (please specify)	11.20% 28
TOTAL	250

### Q4 What are your plans immediately after graduating Technology High School?

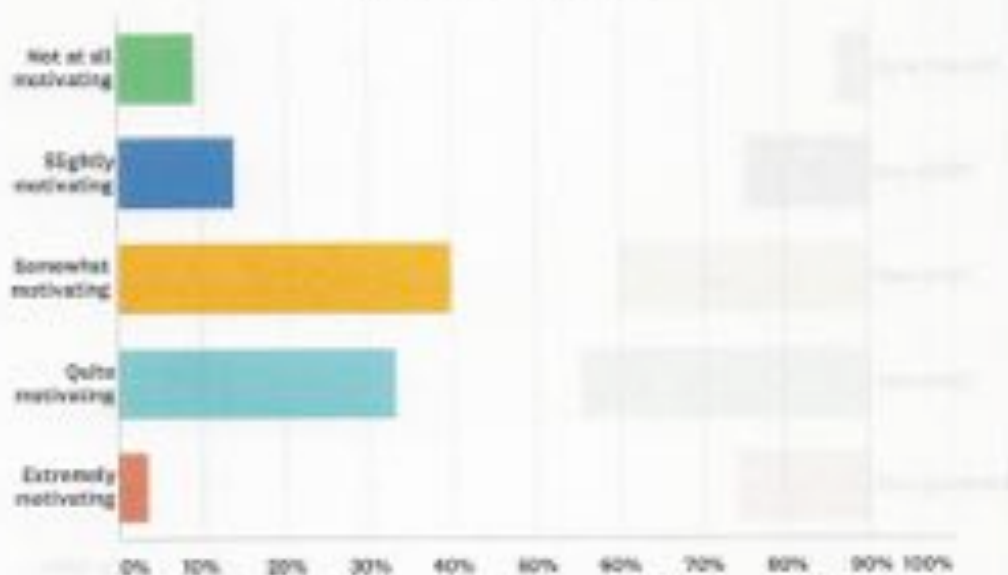
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Four year university	68.00% 170
Military	0.80% 2
Junior College	22.00% 55
Trade School	0.00% 0
Work	1.60% 4
Other (please specify)	7.60% 19
TOTAL	250

### Q5 How motivating are the classroom lessons at Technology High School?

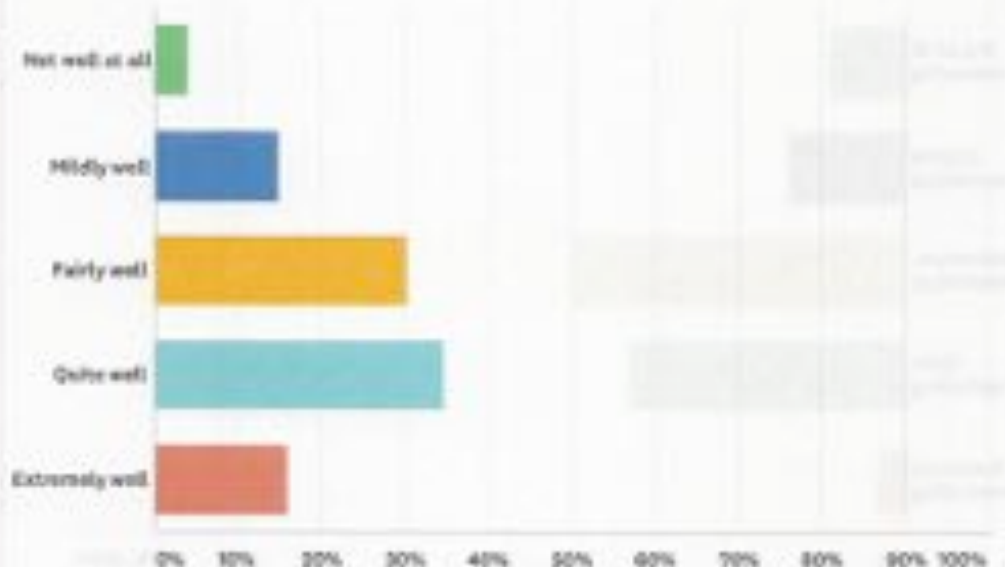
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Not at all motivating	9.20% 23
Slightly motivating	14.00% 35
Somewhat motivating	40.00% 100
Quite motivating	33.20% 83
Extremely motivating	3.60% 9
TOTAL	250

### Q6 How well does the school staff at Technology High School create a school environment that helps students to learn?

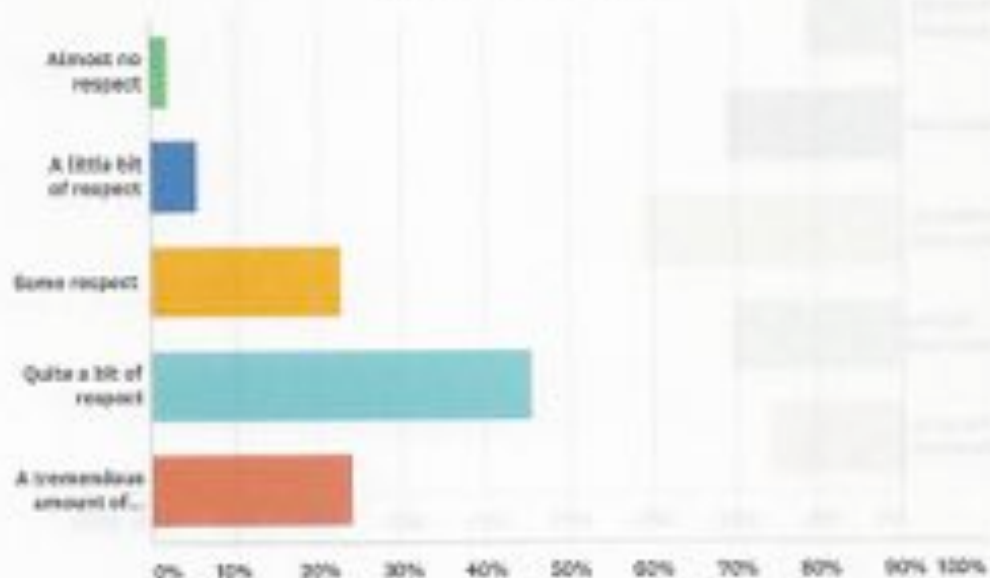
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Not well at all	4.00% 10
Mildly well	14.80% 37
Fairly well	30.40% 76
Quite well	34.80% 87
Extremely well	16.00% 40
TOTAL	250

### Q7 Overall, how much respect do you think the staff at Technology High School have for the students?

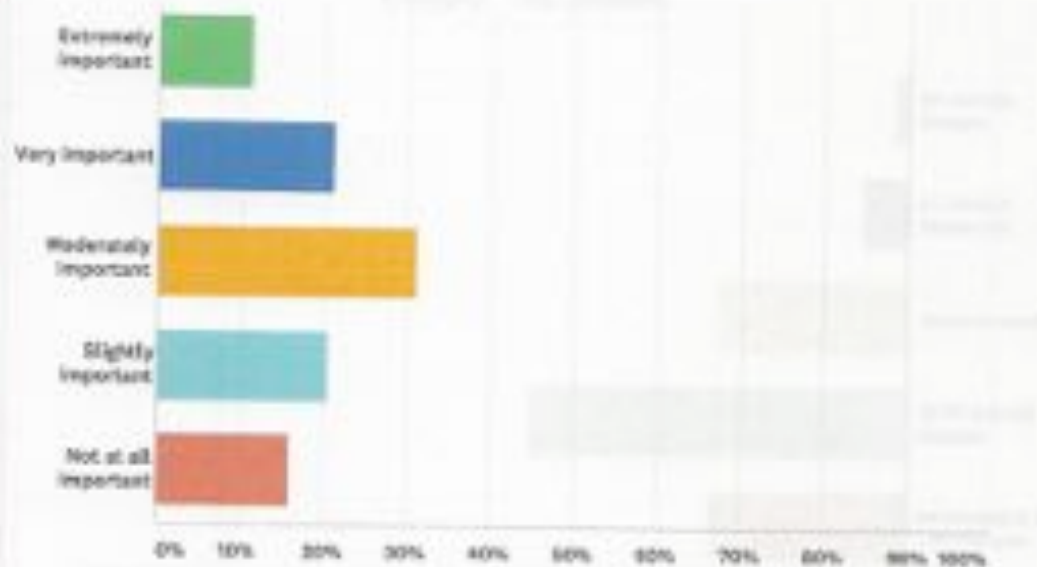
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Almost no respect	2.00% 5
A little bit of respect	5.60% 14
Some respect	22.80% 57
Quite a bit of respect	45.60% 114
A tremendous amount of respect	24.00% 60
TOTAL	250

## Q8 How important do you think community service is to your education?

Answered: 250 Skipped: 0

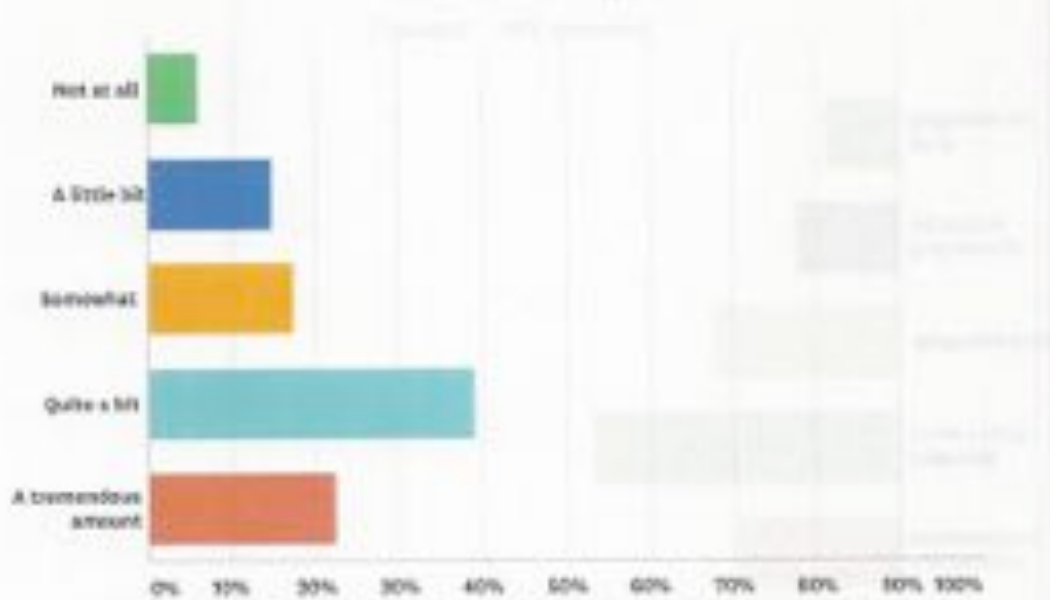


ANSWER CHOICES	RESPONSES
Extremely important	11.20% 28
Very important	21.20% 53
Moderately important	31.20% 78
Slightly important	20.40% 51
Not at all important	16.00% 40
TOTAL	250



## Q9 To what extent do you enjoy going to Technology High School?

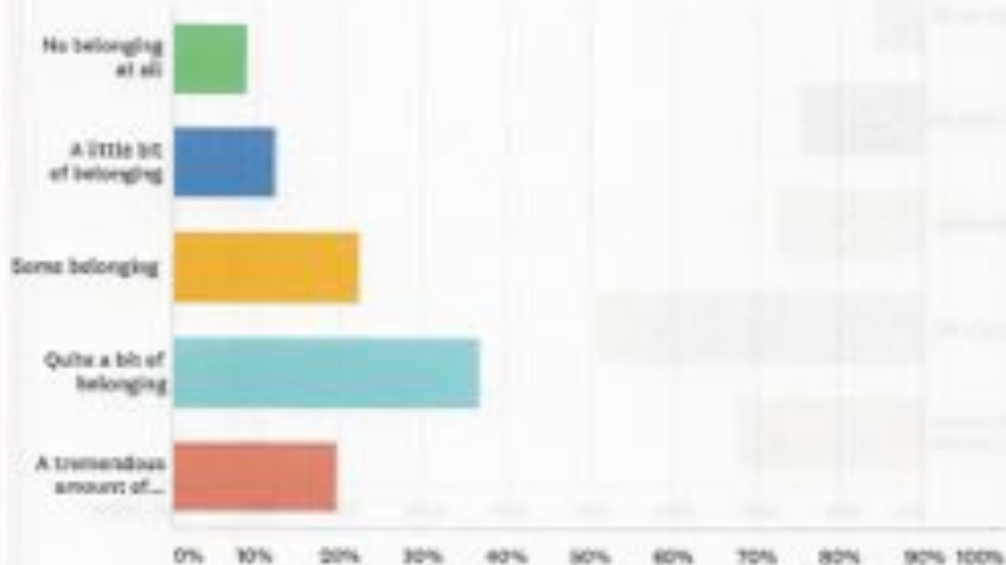
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all	6.00%	15
A little bit	14.80%	37
Somewhat	17.60%	44
Quite a bit	38.20%	98
A tremendous amount	22.40%	56
TOTAL		250

### Q10 How much of a sense of belonging do you feel at Technology High School?

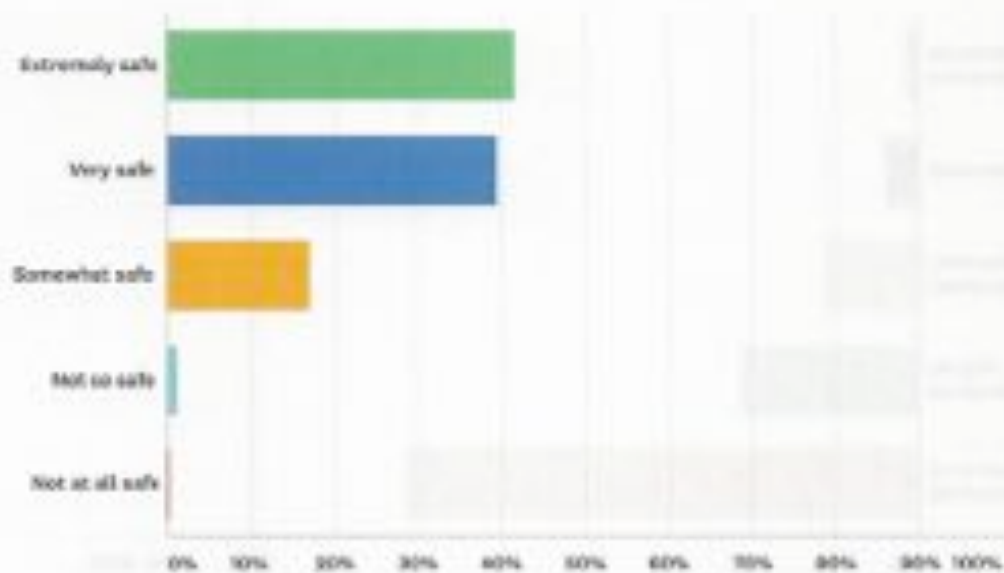
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
No belonging at all	8.80% 22
A little bit of belonging	12.40% 31
Some belonging	22.40% 56
Quite a bit of belonging	36.80% 92
A tremendous amount of belonging	19.60% 49
TOTAL	250

## Q11 How safe do you feel on campus?

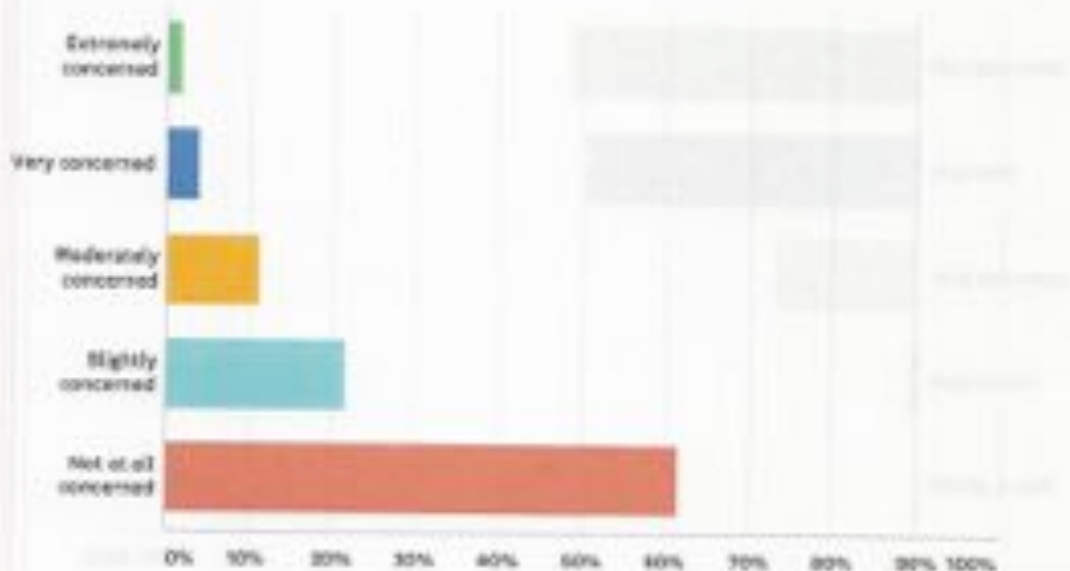
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely safe	41.60% 104
Very safe	39.60% 99
Somewhat safe	17.20% 43
Not so safe	1.20% 3
Not at all safe	0.40% 1
TOTAL	250

## Q12 How concerned are you about bullying at Technology High School?

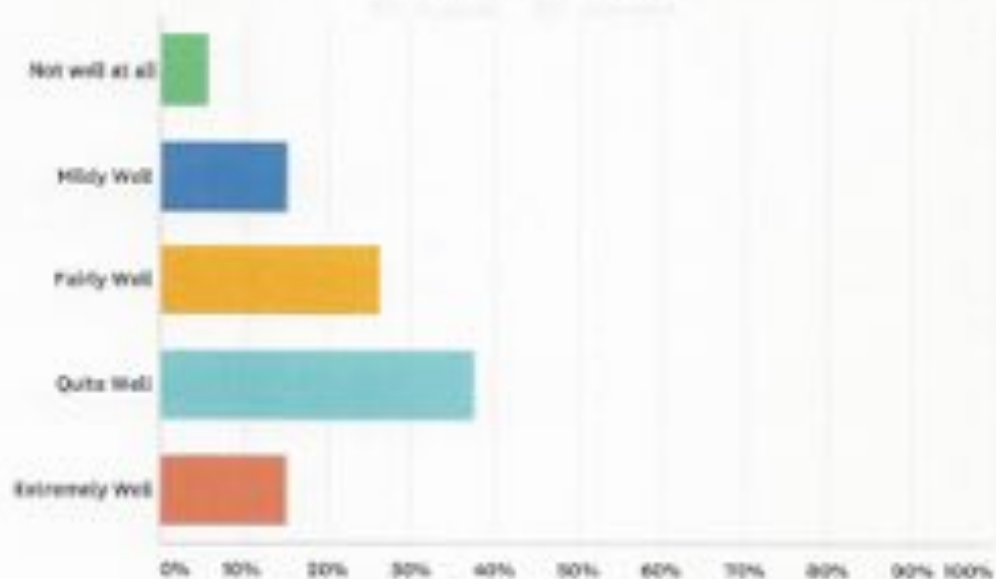
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely concerned	1.60% 4
Very concerned	4.00% 10
Moderately concerned	11.20% 28
Slightly concerned	21.60% 54
Not at all concerned	61.60% 154
TOTAL	250

### Q13 How well do you feel Technology High School is preparing you for college and career goals?

Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not well at all	5.60%	14
Mildly Well	15.20%	38
Fairly Well	26.40%	66
Quite Well	37.60%	94
Extremely Well	15.20%	38
TOTAL		250

Q14 Any areas where Technology High school did particularly well? Any areas of growth? If your comment is in regards to a specific question in the survey, please indicate the question number.

Answered: 125 Skipped: 125



# CALIFORNIA HEALTHY KIDS SURVEY



## Technology High Secondary 2017-2018 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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## PREFACE

### HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey (CHKS)*, presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey (CSSS)* for staff and the *California School Parent Survey (CSPS)*—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (CalSCHLS) System*, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan (LCAP)** efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website ([chks.wested.org](http://chks.wested.org)), including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

### THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

### **Core Module**

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

**What's New?** For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

### **Supplemental School Climate Module**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from [chks.wested.org/administer/download/supplemental/#clim](https://chks.wested.org/administer/download/supplemental/#clim)). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

### **Supplemental Social Emotional Health Module (SEHM)**

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

## SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

## THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

### Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

## UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](http://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### Sample Characteristics.

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

## RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](http://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- *CHKS factsheets* ([chks.wested.org/using-results/factsheets](http://chks.wested.org/using-results/factsheets)) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californiaS3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](http://chks.wested.org/training-support/workshops-presentations)).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's *California Safe and Supportive Schools* website ([CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

### Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These



workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)). For more information, email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

### Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

### Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

### Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

### School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californiaS3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](http://californiaS3.wested.org/resources/California_State_SCRC_1314.pdf)).

### **District School Climate Report Card**

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

### **Disaggregated Reports**

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

### **Analyze Dataset**

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

### **Add Questions to Your Next Surveys**

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

**Exhibit 1****Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools**

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [chks.wested.org](http://chks.wested.org).

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## Survey Module Administration

Table 1

*CHKS Survey Modules Administered*

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

Table A1.1

*Student Sample for Core Module*

	Grade 9	Grade 11
<b>Student Sample Size</b>		
Target sample	79	79
Final number	67	71
<b>Response Rate</b>	85%	90%

## 2. Summary of Key Indicators

**Table A2.1**  
*Key Indicators of School Climate and Student Well-Being*

	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>			
School connectedness <sup>1</sup>	27	38	A4.6
Academic motivation <sup>1</sup>	47	38	A4.6
Chronic truancy (twice a month or more often) <sup>2</sup>	1	1	A4.2
Caring adult relationships <sup>1</sup>	33	46	A4.5
High expectations <sup>1</sup>	34	49	A4.5
Meaningful participation <sup>2</sup>	15	23	A4.5
Facilities upkeep	19	30	A4.13
<b>School Safety and Substance Use</b>			
School perceived as very safe or safe	86	77	A5.1
Experienced any harassment or bullying <sup>3</sup>	35	20	A5.2
Had mean rumors or lies spread about you <sup>3</sup>	29	23	A5.3
Been afraid of being beaten up <sup>3</sup>	11	6	A5.4
Been in a physical fight <sup>3</sup>	7	3	A5.4
Seen a weapon on campus <sup>3</sup>	13	1	A5.6
Been drunk or "high" on drugs at school, ever	4	4	A6.9
<b>Mental and Physical Health</b>			
Current alcohol or drug use <sup>4</sup>	13	8	A6.5
Current binge drinking <sup>4</sup>	4	1	A6.5
Very drunk or "high" 7 or more times	4	7	A6.7
Current cigarette smoking <sup>4</sup>	1	0	A7.3
Current electronic cigarette use <sup>4</sup>	7	6	A7.3
Experienced chronic sadness/hopelessness <sup>3</sup>	31	36	A8.3
Considered suicide <sup>3</sup>	19	17	A8.4

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>1</sup>*Average percent of respondents reporting "Strongly agree."*

<sup>2</sup>*Average percent of respondents reporting "Very much true."*

<sup>3</sup>*Past 12 months.*

<sup>4</sup>*Past 30 days.*

### 3. Demographics

**Table A3.1**

*Gender of Sample*

	Grade 9 %	Grade 11 %
Male	69	56
Female	31	44

*Question HS/MS A.3: What is your sex?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.2**

*Hispanic or Latino*

	Grade 9 %	Grade 11 %
No	78	83
Yes	22	17

*Question HS/MS A.5: Are you of Hispanic or Latino origin?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.3**

*Race*

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	2	3
Asian	9	7
Black or African American	3	1
Native Hawaiian or Pacific Islander	0	3
White	52	72
Mixed (two or more) races	34	13

*Question HS/MS A.6: What is your race?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A3.4**  
**Living Situation**

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	97	99
Other relative's home	0	0
A home with more than one family	1	1
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	1	0

*Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.5**  
**Highest Education of Parents**

	Grade 9 %	Grade 11 %
Did not finish high school	7	7
Graduated from high school	6	4
Attended college but did not complete four-year degree	12	17
Graduated from college	70	63
Don't know	4	8

*Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the farthest in school.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.6****Free or Reduced Price Meals Eligibility**

	Grade 9 %	Grade 11 %
No	89	82
Yes	3	10
Don't know	8	8

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

**Table A3.7****Participation in Migrant Education Program, Past 3 Years**

	Grade 9 %	Grade 11 %
No	90	97
Yes	3	0
Don't know	7	3

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

Note: Cells are empty if there are less than 10 respondents.

**Table A3.8****Language Spoken at Home**

	Grade 9 %	Grade 11 %
English	81	90
Spanish	9	4
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	1	1
Korean	0	1
Other	9	3

Question HS/MS A.12: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 10 respondents.

Table A3.9

*English Language Proficiency – All Students*

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
<b>understand English?</b>		
Very well	97	96
Well	3	4
Not well	0	0
Not at all	0	0
<b>speak English?</b>		
Very well	97	90
Well	3	10
Not well	0	0
Not at all	0	0
<b>read English?</b>		
Very well	96	92
Well	4	8
Not well	0	0
Not at all	0	0
<b>write English?</b>		
Very well	91	82
Well	9	18
Not well	0	0
Not at all	0	0
<b>English Language Proficiency Status</b>		
Proficient	96	87
Not proficient	4	13

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 9 %	Grade 11 %
<b>How well do you...</b>		
<b>understand English?</b>		
Very well	100	
Well	0	
Not well	0	
Not at all	0	
<b>speak English?</b>		
Very well	100	
Well	0	
Not well	0	
Not at all	0	
<b>read English?</b>		
Very well	100	
Well	0	
Not well	0	
Not at all	0	
<b>write English?</b>		
Very well	92	
Well	8	
Not well	0	
Not at all	0	
<b>English Language Proficiency Status</b>		
Proficient	100	
Not proficient	0	

Question HIS/MSA.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

**Table A3.11*****Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 11 %
0 days	62	85
1 day	9	3
2 days	3	3
3 days	9	3
4 days	6	0
5 days	11	7

*Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.12*****Military Connections***

	Grade 9 %	Grade 11 %
No	94	100
Yes	3	0
Don't know	3	0

*Question HS A.126/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.13*****Sexual Orientation***

	Grade 9 %	Grade 11 %
Straight (not gay)	76	68
Gay or Lesbian	0	3
Bisexual	10	22
I am not sure yet	8	4
Something else	5	1
Decline to respond	2	1

*Question HS A.129/MS A.118: Which of the following best describes you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.14*****Gender Identity***

	Grade 9 %	Grade 11 %
No, I am not transgender	90	90
Yes, I am transgender	3	3
I am not sure if I am transgender	2	6
Decline to respond	5	1

*Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. School Performance, Supports, and Engagement

**Table A4.1**  
*Grades, Past 12 Months*

	Grade 9 %	Grade 11 %
Mostly A's	37	25
A's and B's	45	30
Mostly B's	6	17
B's and C's	9	17
Mostly C's	3	10
C's and D's	0	1
Mostly D's	0	0
Mostly F's	0	0

*Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.2**  
*Tuancy, Past 12 Months*

	Grade 9 %	Grade 11 %
0 times	84	79
1-2 times	12	15
A few times	3	4
Once a month	0	0
Twice a month	0	1
Once a week	0	0
More than once a week	1	0

*Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.3****Absences, Past 30 Days**

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	48	45
1 day	34	27
2 days	6	8
3 or more days	12	20

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

Notes: Cells are empty if there are less than 10 respondents.

**Table A4.4****Reasons for Absence, Past 30 Days**

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	48	38
Illness (feeling physically sick), including problems with breathing or your teeth	42	51
Were being bullied or mistreated at school	2	1
Felt very sad, hopeless, anxious, stressed, or angry	9	13
Didn't get enough sleep	11	10
Didn't feel safe at school or going to and from school	0	0
Had to take care of or help a family member or friend	6	0
Wanted to spend time with friends	2	0
Use alcohol or drugs	2	1
Were behind in schoolwork or weren't prepared for a test or class assignment	3	7
Were bored or uninterested in school	3	4
Had no transportation to school	2	1
Other reason	6	9

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.



Table A4.5

*School Environment Scales (Developmental Supports)*

	Grade 9 %	Grade 11 %	Table
<b>Total school supports</b>			
<i>Average Reporting "Very much true"</i>	27	39	
High	37	45	
Moderate	42	44	
Low	21	11	
<b>Caring adults in school</b>			
<i>Average Reporting "Very much true"</i>	33	46	A4.7
High	40	46	
Moderate	52	48	
Low	7	6	
<b>High expectations-adults in school</b>			
<i>Average Reporting "Very much true"</i>	34	49	A4.8
High	46	59	
Moderate	42	35	
Low	12	6	
<b>Meaningful participation at school</b>			
<i>Average Reporting "Very much true"</i>	15	23	A4.9
High	13	23	
Moderate	43	39	
Low	43	38	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

Table A4.6

*School Connectedness, Academic Motivation, and Parent Involvement Scales*

	Grade 9 %	Grade 11 %	Table
<b>School Connectedness</b>			
<i>Average Reporting "Strongly agree"</i>	27	38	A4.10
High	66	65	
Moderate	30	25	
Low	4	10	
<b>Academic Motivation</b>			
<i>Average Reporting "Strongly agree"</i>	47	38	A4.11
High	45	38	
Moderate	36	39	
Low	19	23	
<b>Parent Involvement in School</b>			
<i>Average Reporting "Strongly agree"</i>	18	33	A4.12
High	31	52	
Moderate	55	37	
Low	13	11	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

Table A4.7

**Caring Relationships Scale Questions**

	Grade 9 %	Grade 11 %
<b>Caring adults in school</b>		
<i>Average Reporting "Very much true"</i>	33	46
<b>At my school, there is a teacher or some other adult... who really cares about me.</b>		
Not at all true	6	3
A little true	34	27
Pretty much true	31	27
Very much true	28	44
<b>who notices when I'm not there.</b>		
Not at all true	9	7
A little true	21	25
Pretty much true	39	28
Very much true	31	41
<b>who listens to me when I have something to say.</b>		
Not at all true	8	3
A little true	24	15
Pretty much true	27	25
Very much true	41	56

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.8

*High Expectations Scale Questions*

	Grade 9 %	Grade 11 %
<b>High expectations-adults in school</b>		
<i>Average Reporting "Very much true"</i>	34	49
<b>At my school, there is a teacher or some other adult... who tells me when I do a good job.</b>		
Not at all true	15	4
A little true	22	17
Pretty much true	36	38
Very much true	27	41
<b>who always wants me to do my best.</b>		
Not at all true	7	0
A little true	16	21
Pretty much true	33	19
Very much true	43	60
<b>who believes that I will be a success.</b>		
Not at all true	4	4
A little true	33	24
Pretty much true	31	25
Very much true	31	46

Question HS/MS A.36, 38, 40: *At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.*

Notes: Cells are empty if there are less than 10 respondents.

**Table A.4.9**  
*Meaningful Participation Scale Questions*

	Grade 9 %	Grade 11 %
<b>Meaningful participation at school</b>		
<i>Average Reporting "Very much true"</i>	15	23
<i>At school...</i>		
<b>I do interesting activities.</b>		
Not at all true	3	8
A little true	30	24
Pretty much true	36	37
Very much true	31	31
<b>I help decide things like class activities or rules.</b>		
Not at all true	46	45
A little true	28	23
Pretty much true	13	13
Very much true	12	20
<b>I do things that make a difference.</b>		
Not at all true	18	25
A little true	45	28
Pretty much true	25	20
Very much true	12	27
<b>I have a say in how things work.</b>		
Not at all true	28	25
A little true	34	37
Pretty much true	25	17
Very much true	12	21
<b>I help decide school activities or rules.</b>		
Not at all true	57	54
A little true	25	15
Pretty much true	12	15
Very much true	6	15

*Question HSMS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A4.10

## School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
<b>School Connectedness</b>		
<i>Average Reporting "Strongly agree"</i>	27	38
<b>I feel close to people at this school.</b>		
Strongly disagree	4	10
Disagree	7	10
Neither disagree nor agree	21	18
Agree	52	31
Strongly agree	15	31
<b>I am happy to be at this school.</b>		
Strongly disagree	3	10
Disagree	5	6
Neither disagree nor agree	24	15
Agree	39	30
Strongly agree	29	39
<b>I feel like I am part of this school.</b>		
Strongly disagree	4	10
Disagree	6	6
Neither disagree nor agree	30	19
Agree	36	34
Strongly agree	24	31
<b>The teachers at this school treat students fairly.</b>		
Strongly disagree	0	6
Disagree	4	4
Neither disagree nor agree	21	8
Agree	48	44
Strongly agree	27	38
<b>I feel safe in my school.</b>		
Strongly disagree	1	4
Disagree	0	3
Neither disagree nor agree	9	15
Agree	48	27
Strongly agree	42	51

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 10 respondents.

**Table A4.11**  
**Academic Motivation Scale Questions**

	Grade 9 %	Grade 11 %
<b>Academic Motivation</b>		
<i>Average Reporting "Strongly agree"</i>	47	38
<b>I try hard to make sure that I am good at my schoolwork.</b>		
Strongly disagree	3	1
Disagree	1	4
Neither disagree nor agree	7	11
Agree	34	39
Strongly agree	54	44
<b>I try hard at school because I am interested in my work.</b>		
Strongly disagree	6	8
Disagree	9	14
Neither disagree nor agree	24	14
Agree	21	41
Strongly agree	40	23
<b>I work hard to try to understand new things at school.</b>		
Strongly disagree	3	1
Disagree	6	7
Neither disagree nor agree	12	15
Agree	33	32
Strongly agree	46	44
<b>I am always trying to do better in my schoolwork.</b>		
Strongly disagree	3	1
Disagree	4	11
Neither disagree nor agree	13	17
Agree	33	27
Strongly agree	46	44

*Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A4.12

*Parent Involvement Scale Questions*

	Grade 9 %	Grade 11 %
<b>Parent Involvement in School</b>		
<i>Average Reporting "Strongly agree"</i>	18	33
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>		
Strongly disagree	6	7
Disagree	15	3
Neither disagree nor agree	39	28
Agree	24	34
Strongly agree	16	28
<b>Parents feel welcome to participate at this school.</b>		
Strongly disagree	1	3
Disagree	1	4
Neither disagree nor agree	46	25
Agree	36	36
Strongly agree	15	32
<b>School staff takes parent concerns seriously.</b>		
Strongly disagree	1	4
Disagree	1	4
Neither disagree nor agree	37	27
Agree	37	25
Strongly agree	22	39

*Question HSMS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.*

*Notes: Cells are empty if there are less than 10 respondents.*



**Table A4.13*****Quality of School Physical Environment***

	Grade 9 %	Grade 11 %
<b>My school is usually clean and tidy.</b>		
Strongly disagree	0	6
Disagree	22	14
Neither disagree nor agree	25	18
Agree	33	32
Strongly agree	19	30

*Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

*Notes: Cells are empty if there are less than 10 respondents.*

## 5. School Violence, Victimization, and Safety

Table A5.1

*Perceived Safety at School*

	Grade 9 %	Grade 11 %
Very safe	49	50
Safe	37	27
Neither safe nor unsafe	14	20
Unsafe	0	1
Very unsafe	0	1

Question HS A.99/MS A.88: How safe do you feel when you are at school?

Notes: Cells are empty if there are less than 10 respondents.

**Table A5.2**  
**Reasons for Harassment on School Property, Past 12 Months**

	Grade 9 %	Grade 11 %
<b>Race, ethnicity, or national origin</b>		
0 times	87	96
1 time	8	0
2 or more times	5	4
<b>Religion</b>		
0 times	95	99
1 time	0	0
2 or more times	5	1
<b>Gender (being male or female)</b>		
0 times	92	97
1 time	6	0
2 or more times	2	3
<b>Because you are gay or lesbian or someone thought you were</b>		
0 times	90	93
1 time	5	1
2 or more times	5	6
<b>A physical or mental disability</b>		
0 times	97	99
1 time	0	1
2 or more times	3	0
<b>You are an immigrant or someone thought you were</b>		
0 times	95	97
1 time	3	0
2 or more times	2	3
<b>Any of the above six reasons</b>	27	9

*Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.2

*Reasons for Harassment on School Property, Past 12 Months – Continued*

	Grade 9 %	Grade 11 %
<b>Any other reason</b>		
0 times	82	84
1 time	6	3
2 or more times	11	13
<b>Any harassment</b>	35	20

*Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.3

*Verbal Harassment at School, Past 12 Months*

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
<b>had mean rumors or lies spread about you?</b>		
0 times	71	77
1 time	15	7
2 to 3 times	8	6
4 or more times	6	10
<b>had sexual jokes, comments, or gestures made to you?</b>		
0 times	71	76
1 time	10	6
2 to 3 times	5	7
4 or more times	15	11
<b>been made fun of because of your looks or the way you talk?</b>		
0 times	68	77
1 time	11	7
2 to 3 times	14	10
4 or more times	6	6
<b>been made fun of, insulted, or called names?</b>		
0 times	63	70
1 time	13	10
2 to 3 times	6	11
4 or more times	17	9

*Question MS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.4

**Violence and Victimization on School Property, Past 12 Months**

	Grade 9 %	Grade 11 %
<b>During the past 12 months, how many times on school property have you...</b>		
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>		
0 times	81	88
1 time	13	7
2 to 3 times	3	4
4 or more times	3	0
<b>been afraid of being beaten up?</b>		
0 times	89	94
1 time	11	4
2 to 3 times	0	0
4 or more times	0	1
<b>been threatened with harm or injury?</b>		
0 times	87	94
1 time	6	3
2 to 3 times	6	3
4 or more times	0	0
<b>been in a physical fight?</b>		
0 times	93	97
1 time	5	1
2 to 3 times	2	1
4 or more times	0	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>		
0 times	97	97
1 time	0	3
2 to 3 times	3	0
4 or more times	0	0
<b>been offered, sold, or given an illegal drug?</b>		
0 times	87	91
1 time	8	7
2 to 3 times	3	1
4 or more times	2	0

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5

**Property Damage on School Property, Past 12 Months**

	Grade 9 %	Grade 11 %
<b>Had your property stolen or deliberately damaged</b>		
0 times	87	99
1 time	8	0
2 to 3 times	3	1
4 or more times	2	0
<b>Damaged school property on purpose</b>		
0 times	95	100
1 time	2	0
2 to 3 times	3	0
4 or more times	0	0

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6

**Weapons Possession on School Property, Past 12 Months**

	Grade 9 %	Grade 11 %
<b>Carried a gun</b>		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
<b>Carried any other weapon (such as a knife or club)</b>		
0 times	94	97
1 time	5	0
2 to 3 times	2	0
4 or more times	0	3
<b>Seen someone carrying a gun, knife, or other weapon</b>		
0 times	87	99
1 time	11	0
2 to 3 times	0	0
4 or more times	2	1

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

## 6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get "high" <sup>1</sup>	22	32	A6.2
Lifetime alcohol or drugs (any use)	24	37	A6.2
Lifetime very drunk or high (7 or more times)	4	7	A6.7
Lifetime drinking and driving involvement	5	11	A6.11
Current alcohol or drugs	13	8	A6.5
Current heavy drug uses	2	4	A6.5
Current heavy alcohol use (binge drinking)	4	1	A6.5
Current alcohol or drug use on school property	2	1	A6.8
Harmfulness of occasional marijuana use <sup>2</sup>	29	25	A6.12
Difficulty of obtaining marijuana <sup>3</sup>	11	3	A6.13

Notes: Cells are empty if there are less than 10 respondents.

<sup>1</sup>Excludes prescription pain medication, Diet Pills, and prescription stimulant.

<sup>2</sup>Great harm.

<sup>3</sup>Very difficult.



**Table A6.2****Summary of AOD Lifetime Use**

	Grade 9 %	Grade 11 %
Alcohol	18	28
Marijuana	9	20
Inhalants	1	4
Cocaine, Methamphetamine, or any amphetamines	1	1
Heroin	0	0
Ecstasy, LSD, or other psychedelics	3	3
Prescription pain killers, Diet Pills, or other prescription stimulant	7	10
Cold/Cough Medicines or other over-the-counter medicines to get "high"	3	3
Any other drug, pill, or medicine to get "high"	1	4
<b>Any of the above AOD use</b>	<b>24</b>	<b>37</b>
<b>Any illicit AOD use to get "high"<sup>1</sup></b>	<b>22</b>	<b>32</b>

Notes: Cells are empty if there are less than 10 respondents.

<sup>1</sup>Excludes prescription pain medication, Diet Pills, and prescription stimulant.

**Table A6.3**  
**Lifetime AOD Use**

	Grade 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
0 times	82	72
1 time	4	4
2 to 3 times	7	7
4 or more times	6	17
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 times	91	80
1 time	0	4
2 to 3 times	1	7
4 or more times	7	8
<b>Inhalants</b>		
0 times	99	96
1 time	1	1
2 to 3 times	0	1
4 or more times	0	1
<b>Cocaine, Methamphetamine, or any amphetamines</b>		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	1	1
<b>Heroin</b>		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
<b>Ecstasy, LSD, or other psychedelics</b>		
0 times	97	97
1 time	0	0
2 to 3 times	3	0
4 or more times	0	3

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, peppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

Notes: Cells are empty if there are less than 10 respondents.

**Table A6.3**  
*Lifetime AOD Use – Continued*

	Grade 9 %	Grade 11 %
<b>Prescription pain medication or opioids, tranquilizers, or sedatives</b>		
0 times	95	93
1 time	3	3
2 to 3 times	0	3
4 or more times	2	1
<b>Diet Pills</b>		
0 times	95	100
1 time	2	0
2 to 3 times	0	0
4 or more times	3	0
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>		
0 times	100	97
1 time	0	1
2 to 3 times	0	1
4 or more times	0	0
<b>Cold/Cough Medicines or other over-the-counter medicines to get “high”</b>		
0 times	97	97
1 time	1	0
2 to 3 times	0	1
4 or more times	1	1
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons</b>		
0 times	99	96
1 time	0	0
2 to 3 times	1	1
4 or more times	0	3

*Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Dialox, Desedrine, Zinabrine, Skintex, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A6.4

*Lifetime Marijuana Consumption*

	Grade 9 %	Grade 11 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
<b>Smoke it?</b>		
0 times	90	80
1 time	0	7
2 to 3 times	3	6
4 or more times	7	7
<b>In an electronic or e-cigarette or other vaping device?</b>		
0 times	91	90
1 time	1	3
2 to 3 times	1	3
4 or more times	6	4
<b>Eat or drink it in products made with marijuana?</b>		
0 times	90	89
1 time	1	7
2 to 3 times	6	0
4 or more times	3	4

*Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A6.5

## Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	12	7
Binge drinking (5 or more drinks in a row)	4	1
Marijuana (smoke, vape, eat, or drink)	5	4
Inhalants	0	1
Prescription drugs to get "high" or for reasons other than prescribed	0	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	0
<b>Any drug use</b>	4	4
<b>Heavy drug use</b>	2	4
<b>Any AOD Use</b>	13	8
Two or more substances at the same time	3	1

Question HIS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and any other illegal drug/pill to get "high").

**Table A6.6*****Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
<b>Alcohol (one or more drinks)</b>		
0 days	88	93
1 or 2 days	9	6
3 to 9 days	1	1
10 to 19 days	0	0
20 or more days	1	0
<b>Binge drinking (5 or more drinks in a row)</b>		
0 days	96	99
1 or 2 days	1	0
3 to 9 days	1	0
10 to 19 days	0	1
20 or more days	1	0
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	95	96
1 or 2 days	3	0
3 to 9 days	0	4
10 to 19 days	2	0
20 or more days	0	0

*Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.7*****Lifetime Drunk or "High"***

	Grade 9 %	Grade 11 %
<b>Very drunk or sick after drinking alcohol</b>		
0 times	91	87
1 to 2 times	4	7
3 to 6 times	3	4
7 or more times	1	1
<b>"High" (loaded, stoned, or wasted) from using drugs</b>		
0 times	91	83
1 to 2 times	4	7
3 to 6 times	0	3
7 or more times	4	7
<b>Very drunk or "high" 7 or more times</b>	4	7

Question HS A.61, 62/MS A.55, 56: *During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?*

Note: Cells are empty if there are less than 10 respondents.

**Table A6.8****Current AOD Use on School Property, Past 30 Days**

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
0 days	98	99
1 to 2 days	2	0
3 or more days	0	1
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	98	99
1 to 2 days	2	1
3 or more days	0	0
<b>Any other drug, pill, or medicine to get "high" or for reasons other than medical?</b>		
0 days	100	99
1 to 2 days	0	0
3 or more days	0	1
<b>Any of the above</b>	2	1

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get "high" or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

**Table A6.9****Lifetime Drunk or "High" on School Property**

	Grade 9 %	Grade 11 %
0 times	96	96
1 to 2 times	3	1
3 to 6 times	1	0
7 or more times	0	3

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.



**Table A6.10**  
**Cessation Attempts**

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
Does not apply, don't use	92	90
0 times	8	6
1 time	0	4
2 to 3 times	0	0
4 or more times	0	0
<b>Marijuana</b>		
Does not apply, don't use	91	91
0 times	6	6
1 time	3	3
2 to 3 times	0	0
4 or more times	0	0

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

Note: Cells are empty if there are less than 10 respondents.

**Table A6.11**  
*Drinking While Driving, Lifetime*

	Grade 9 %	Grade 11 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>		
Never	95	89
1 time	3	3
2 times	2	7
3 to 6 times	0	1
7 or more times	0	0

*Question HS A.58: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.12*****Perceived Harm of AOD Use***

	Grade 9 %	Grade 11 %
<b>Alcohol - drink occasionally</b>		
Great	19	20
Moderate	20	32
Slight	50	38
None	11	10
<b>Alcohol - 5 or more drinks once or twice a week</b>		
Great	55	66
Moderate	38	24
Slight	3	6
None	5	4
<b>Marijuana - use occasionally</b>		
Great	29	25
Moderate	25	17
Slight	30	31
None	16	27
<b>Marijuana - use daily</b>		
Great	54	45
Moderate	29	27
Slight	10	15
None	8	13

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor ) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.

Note: Cells are empty if there are less than 10 respondents.

Table A6.13

*Perceived Difficulty of Obtaining Alcohol and Marijuana*

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
Very difficult	9	4
Fairly difficult	13	10
Fairly easy	25	26
Very easy	22	34
Don't know	31	26
<b>Marijuana</b>		
Very difficult	11	3
Fairly difficult	8	13
Fairly easy	25	30
Very easy	27	21
Don't know	30	33

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

## 7. Tobacco Use

**Table A7.1**  
*Summary of Key CHKS Tobacco Indicators*

	Grade 9 %	Grade 11 %	Table
<b>Use Prevalence and Patterns</b>			
Ever smoked a whole cigarette	4	1	A7.2
Current cigarette smoking <sup>1</sup>	1	0	A7.3
Current cigarette smoking at school <sup>1</sup>	0	0	A7.4
Ever tried smokeless tobacco	3	1	A7.2
Current smokeless tobacco use <sup>1</sup>	0	1	A7.3
Current smokeless tobacco use at school <sup>1</sup>	0	1	A7.4
Ever used electronic cigarettes	7	17	A7.2
Current use of electronic cigarettes <sup>1</sup>	7	6	A7.3
Current use of electronic cigarettes at school <sup>1</sup>	0	0	A7.4
<b>Cessation Attempts</b>			
Tried to quit or stop using cigarettes	2	1	A7.5
<b>Attitudes and Correlates</b>			
Harmfulness of occasional cigarette smoking <sup>1</sup>	35	36	A7.6
Harmfulness of smoking 1 or more packs/day <sup>2</sup>	83	90	A7.6
Difficulty of obtaining cigarettes <sup>3</sup>	11	6	A7.8

Notes: Cells are empty if there are less than 10 respondents.

<sup>1</sup>Past 30 days.

<sup>2</sup>Great harm.

<sup>3</sup>Very difficult.

**Table A7.2**  
**Lifetime Tobacco Use**

	Grade 9 %	Grade 11 %
<b>A whole cigarette</b>		
0 times	96	99
1 time	0	0
2 to 3 times	1	0
4 or more times	3	1
<b>Smokeless tobacco</b>		
0 times	97	99
1 time	1	0
2 to 3 times	0	1
4 or more times	1	0
<b>An electronic cigarette or other vaping device</b>		
0 times	93	83
1 time	0	10
2 to 3 times	1	1
4 or more times	6	6

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

**Table A7.3****Any Current Use and Daily Use**

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Any	1	0
Daily (20 or more days)	0	0
<b>Smokeless tobacco</b>		
Any	0	1
Daily (20 or more days)	0	0
<b>Electronic cigarettes or other vaping device</b>		
Any	7	6
Daily (20 or more days)	0	3

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

**Table A7.4**  
**Current Smoking on School Property, Past 30 Days**

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
<b>Smokeless tobacco</b>		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
<b>Electronic cigarettes or other vaping device</b>		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

*Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A7.5*****Cigarette Smoking Cessation Attempts***

	Grade 9 %	Grade 11 %
Does not apply, don't use	95	99
0 times	3	0
1 time	0	1
2 to 3 times	0	0
4 or more times	2	0

*Question HS A.95: How many times have you tried to quit or stop using cigarettes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.6*****Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 11 %
<b>Smoke cigarettes occasionally</b>		
Great	35	36
Moderate	37	43
Slight	24	19
None	5	3
<b>Smoke 1 or more packs of cigarettes each day</b>		
Great	83	90
Moderate	11	7
Slight	2	0
None	5	3

*Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

*Note: Cells are empty if there are less than 10 respondents.*

Table A7.7

*Perceived Harm of E-Cigarette Use Compared to Smoking*

	Grade 9 %	Grade 11 %
<b>Use e-cigarettes or vaping device occasionally compared to smoking cigarettes</b>		
Great	34	30
Moderate	25	37
Slight	31	24
None	9	10
<b>Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes</b>		
Great	50	54
Moderate	30	25
Slight	16	18
None	5	3

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.  
 Note: Cells are empty if there are less than 10 respondents.

**Table A7.8*****Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Very difficult	11	6
Fairly difficult	16	13
Fairly easy	23	28
Very easy	9	19
Don't know	41	35
<b>E-Cigarettes or vaping device</b>		
Very difficult	8	6
Fairly difficult	8	9
Fairly easy	25	30
Very easy	28	20
Don't know	31	36

*Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... E-cigarettes (electronic) or vaping device*  
*Note: Cells are empty if there are less than 10 respondents.*

## 8. Other Physical and Mental Health Risks

Table A8.1

*Cyber Bullying, Past 12 Months*

	Grade 9 %	Grade 11 %
0 times (never)	84	84
1 time	6	7
2 to 3 times	5	1
4 or more times	5	7

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or harmful pictures, about you online, on social media, or on a cell phone?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

*Eating of Breakfast*

	Grade 9 %	Grade 11 %
No	35	41
Yes	65	59

Question HS A.126/MS A.115: Did you eat breakfast today?

Note: Cells are empty if there are less than 10 respondents.

Table A8.3

*Chronic Sad or Hopeless Feelings, Past 12 Months*

	Grade 9 %	Grade 11 %
No	69	64
Yes	31	36

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 10 respondents.

**Table A8.4*****Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	81	83
Yes	19	17

*Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A8.5*****Gang Involvement***

	Grade 9 %	Grade 11 %
No	100	100
Yes	0	0

*Question HS A.123/MS A.113: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>1</sup>	15					33	22
Caring adults in school <sup>2</sup>	20					39	26
High expectations-adults in school <sup>1</sup>	18					41	26
Meaningful participation at school <sup>1</sup>	7					18	15
<b>School Connectedness<sup>1</sup></b>	24					26	29
<b>Academic Motivation<sup>1</sup></b>	37					45	45
<b>Parent Involvement in School<sup>1</sup></b>	11					15	24

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>1</sup>Average percent of respondents reporting "Strongly agree." <sup>2</sup>Average percent of respondents reporting "Very much true."

Table A9.2

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b>School Environment</b>							
Total school supports <sup>1</sup>	22					41	
Caring adults in school <sup>2</sup>	31					46	
High expectations-adults in school <sup>1</sup>	28					50	
Meaningful participation at school <sup>1</sup>	7					27	
<b>School Connectedness<sup>1</sup></b>	30					43	
<b>Academic Motivation<sup>1</sup></b>	19					45	
<b>Parent Involvement in School<sup>1</sup></b>	31					34	

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>1</sup>Average percent of respondents reporting "Strongly agree." <sup>2</sup>Average percent of respondents reporting "Very much true."

**Table A9.3*****Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	80	83
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	82	75
Mixed (two or more) races	89	

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.4*****Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	13	8
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	15	10
Mixed (two or more) races	28	

*Notes: Cells are empty if there are less than 10 respondents.*

*The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.*

**Table A9.5*****Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	20	25
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	24	21
Mixed (two or more) races	39	

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.6*****Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	0	0
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	3	2
Mixed (two or more) races	0	

*Notes: Cells are empty if there are less than 10 respondents.*



**Table A9.7*****Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	0	0
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	3	0
Mixed (two or more) races	0	

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.8*****Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	20	0
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	12	6
Mixed (two or more) races	18	

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.9*****Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	7	0
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	6	4
Mixed (two or more) races	5	

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.10*****Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	43	33
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	15	33
Mixed (two or more) races	53	

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Gender Breakdowns

Table A.10.1  
School Supports and Engagement by Gender

School Environment	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Total school supports <sup>1</sup>	18	31	41	37
Caring adults in school <sup>1</sup>	27	36	52	42
High expectations-adults in school <sup>1</sup>	22	39	51	46
Meaningful participation at school <sup>1</sup>	7	17	22	22
School Connectedness <sup>1</sup>	24	29	35	39
Academic Motivation <sup>1</sup>	40	48	55	24
Parent Involvement in School <sup>1</sup>	17	19	33	32

Notes: Cells are empty if there are less than 10 respondents.

<sup>1</sup>Average percent of respondents reporting "Strongly agree."

<sup>2</sup>Average percent of respondents reporting "Very much true."

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<b>Perceived Safety at School</b>				
Feel safe or very safe at school	80	88	65	87
<b>Harassment/Bullying at School</b>				
<i>During the past 12 months at school, have you been...</i>				
harassed/bullied for any of the six reasons	40	23	16	3
harassed/bullied for any reasons	50	30	35	8
<b>Current ATOD Use</b>				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	5	0	0	3
smoke cigarettes	5	0	0	0
have at least one drink of alcohol	25	7	3	10
use marijuana	5	5	3	5
<b>Mental Health</b>				
Chronic sad or hopeless feelings, past 12 months	55	15	48	27

Note: Cells are empty if there are less than 10 respondents.

# School Climate Module

## 1. Module Sample

Table N1.1

*Student Sample for School Climate Module*

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	79	79
Final number	63	69
<b>Response Rate</b>	80%	87%

## 2. Supports for Learning & Student Academic Engagement

Table N2.1

*Supports for Learning*

	Grade 9 %	Grade 11 %
<b>Students at this school are motivated to learn.</b>		
Strongly disagree	5	6
Disagree	11	4
Neither disagree nor agree	21	12
Agree	41	49
Strongly agree	22	29
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>		
Strongly disagree	3	3
Disagree	2	6
Neither disagree nor agree	27	17
Agree	44	28
Strongly agree	24	46
<b>My teachers work hard to help me with my schoolwork when I need it.</b>		
Strongly disagree	2	1
Disagree	6	3
Neither disagree nor agree	25	16
Agree	49	38
Strongly agree	17	42
<b>Teachers show how classroom lessons are helpful to students in real life.</b>		
Strongly disagree	3	6
Disagree	10	7
Neither disagree nor agree	35	28
Agree	27	38
Strongly agree	25	22

*Question HSMS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N2.1**  
*Supports for Learning – Continued*

	Grade 9 %	Grade 11 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>		
Strongly disagree	3	1
Disagree	5	1
Neither disagree nor agree	10	12
Agree	43	34
Strongly agree	40	51
<b>This school promotes academic success for all students.</b>		
Strongly disagree	2	4
Disagree	0	1
Neither disagree nor agree	18	9
Agree	46	42
Strongly agree	34	43
<b>This school is a supportive and inviting place for students to learn.</b>		
Strongly disagree	3	4
Disagree	5	3
Neither disagree nor agree	19	10
Agree	35	31
Strongly agree	38	51
<b>Teachers go out of their way to help students.</b>		
Strongly disagree	5	7
Disagree	11	3
Neither disagree nor agree	32	19
Agree	29	33
Strongly agree	23	38

*Question HS/MS N.5-7, 50: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... This school promotes academic success for all students.*

*Note: Cells are empty if there are less than 10 respondents.*

Table N2.1

*Supports for Learning – Continued*

	Grade 9 %	Grade 11 %
<b>Teachers help students catch up when they return from an absence.</b>		
Strongly disagree	10	4
Disagree	16	7
Neither disagree nor agree	37	29
Agree	14	29
Strongly agree	24	30
<b>My teachers give me useful feedback on my work.</b>		
Strongly disagree	3	4
Disagree	15	3
Neither disagree nor agree	21	19
Agree	35	38
Strongly agree	26	36
<b>My classroom is so crowded it is hard to concentrate and learn.</b>		
Strongly disagree	23	23
Disagree	25	30
Neither disagree nor agree	20	22
Agree	25	17
Strongly agree	8	7

Question HS/MS N.8, 9, 42: How strongly do you agree or disagree with the following statements about your school?... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

Note: Cells are empty if there are less than 10 respondents.



Table N2.2

*Student Academic Mindset and Learning Engagement*

	Grade 9 %	Grade 11 %
<b>Students pay attention in class.</b>		
Strongly disagree	2	4
Disagree	18	4
Neither disagree nor agree	25	26
Agree	52	52
Strongly agree	3	13
<b>Students try their best in school.</b>		
Strongly disagree	2	3
Disagree	11	1
Neither disagree nor agree	31	28
Agree	50	52
Strongly agree	6	16
<b>Students usually follow the rules at school.</b>		
Strongly disagree	2	1
Disagree	8	6
Neither disagree nor agree	18	14
Agree	59	52
Strongly agree	13	26
<b>Students turn in their homework on time.</b>		
Strongly disagree	0	6
Disagree	10	6
Neither disagree nor agree	32	28
Agree	48	52
Strongly agree	10	9

*Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.*

*Note: Cells are empty if there are less than 10 respondents.*

### 3. Fairness and Respect for Diversity

**Table N.1**  
*Fairness and Respect*

	Grade 9 %	Grade 11 %
<b>Adults at this school treat all students with respect.</b>		
Strongly disagree	0	3
Disagree	6	10
Neither disagree nor agree	22	14
Agree	54	35
Strongly agree	17	38
<b>Students treat teachers with respect.</b>		
Strongly disagree	2	4
Disagree	13	6
Neither disagree nor agree	31	26
Agree	47	37
Strongly agree	8	26
<b>The school rules are fair.</b>		
Strongly disagree	0	6
Disagree	5	1
Neither disagree nor agree	16	14
Agree	52	36
Strongly agree	26	42
<b>All students are treated fairly when they break school rules.</b>		
Strongly disagree	2	6
Disagree	8	10
Neither disagree nor agree	35	16
Agree	33	32
Strongly agree	22	36

*Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.*

*Note: Cells are empty if there are less than 10 respondents.*

Table N3.1

*Fairness and Respect – Continued*

	Grade 9 %	Grade 11 %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>		
Strongly disagree	3	7
Disagree	10	1
Neither disagree nor agree	31	28
Agree	44	41
Strongly agree	13	23

*Question HS/MS N.5.1: How strongly do you agree or disagree with the following statements about your school?...*  
*When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N3.2**  
**Respect for Diversity**

	Grade 9 %	Grade 11 %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>		
Strongly disagree	66	71
Disagree	24	14
Neither disagree nor agree	8	12
Agree	2	3
Strongly agree	0	0
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>		
Strongly disagree	63	71
Disagree	26	16
Neither disagree nor agree	10	13
Agree	2	0
Strongly agree	0	0
<b>Students in this school respect each other's differences.</b>		
Strongly disagree	2	4
Disagree	3	7
Neither disagree nor agree	13	9
Agree	35	36
Strongly agree	47	43
<b>Adults in this school respect differences in students.</b>		
Strongly disagree	3	4
Disagree	2	1
Neither disagree nor agree	8	7
Agree	34	38
Strongly agree	53	49

*Question IIS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table N3.2****Respect for Diversity – Continued**

	Grade 9 %	Grade 11 %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>		
Strongly disagree	2	3
Disagree	0	4
Neither disagree nor agree	26	25
Agree	23	35
Strongly agree	50	33

*Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Disciplinary Environment

Table N4.1

*Consistency and Clarity of Rules and Expectations*

	Grade 9 %	Grade 11 %
<b>This school clearly informs students what would happen if they break school rules.</b>		
Strongly disagree	5	4
Disagree	22	12
Neither disagree nor agree	33	23
Agree	22	23
Strongly agree	17	38
<b>Rules in this school are made clear to students.</b>		
Strongly disagree	5	4
Disagree	16	10
Neither disagree nor agree	27	22
Agree	40	38
Strongly agree	11	26
<b>This school makes it clear how students are expected to act.</b>		
Strongly disagree	2	6
Disagree	6	6
Neither disagree nor agree	22	15
Agree	48	43
Strongly agree	22	31

Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

Note: Cells are empty if there are less than 10 respondents.

**Table N4.2**  
**Disciplinary Harshness**

	Grade 9 %	Grade 11 %
<b>The rules in this school are too strict.</b>		
Strongly disagree	25	26
Disagree	44	45
Neither disagree nor agree	29	19
Agree	0	4
Strongly agree	2	6
<b>It is easy for students to get kicked out of class or get suspended.</b>		
Strongly disagree	24	25
Disagree	33	36
Neither disagree nor agree	33	26
Agree	6	9
Strongly agree	3	4
<b>Students get in trouble for breaking small rules.</b>		
Strongly disagree	24	25
Disagree	21	32
Neither disagree nor agree	35	29
Agree	17	9
Strongly agree	3	6
<b>Teachers are very strict here.</b>		
Strongly disagree	19	28
Disagree	41	41
Neither disagree nor agree	38	29
Agree	2	1
Strongly agree	0	1

Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 10 respondents.

## 5. Student Peer Relationships

Table N5.1

*Peer Caring Relationships*

	Grade 9 %	Grade 11 %
<b>Students enjoy doing things with each other during school activities.</b>		
Strongly disagree	0	3
Disagree	3	4
Neither disagree nor agree	29	19
Agree	43	41
Strongly agree	25	33
<b>Students care about each other.</b>		
Strongly disagree	3	4
Disagree	8	6
Neither disagree nor agree	26	19
Agree	45	36
Strongly agree	18	35
<b>Students treat each other with respect.</b>		
Strongly disagree	3	4
Disagree	10	6
Neither disagree nor agree	35	29
Agree	37	38
Strongly agree	16	23
<b>Students get along well with each other.</b>		
Strongly disagree	3	4
Disagree	3	4
Neither disagree nor agree	30	23
Agree	46	43
Strongly agree	17	25

*Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.*

*Note: Cells are empty if there are less than 10 respondents.*



## 6. Social and Emotional Learning

**Table N6.1**  
*Supports for Social and Emotional Learning*

	Grade 9 %	Grade 11 %
<b>This school encourages students to feel responsible for how they act.</b>		
Strongly disagree	3	6
Disagree	5	4
Neither disagree nor agree	24	19
Agree	41	41
Strongly agree	27	30
<b>Students are often given rewards for being good.</b>		
Strongly disagree	16	19
Disagree	33	17
Neither disagree nor agree	41	38
Agree	6	19
Strongly agree	3	7
<b>This school encourages students to understand how others think and feel.</b>		
Strongly disagree	2	4
Disagree	13	9
Neither disagree nor agree	27	36
Agree	46	30
Strongly agree	13	20
<b>Students are taught that they can control their own behavior.</b>		
Strongly disagree	2	4
Disagree	5	10
Neither disagree nor agree	33	30
Agree	41	32
Strongly agree	19	23

*Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.*

*Note: Cells are empty if there are less than 10 respondents.*

Table N6.1

*Supports for Social and Emotional Learning – Continued*

	Grade 9 %	Grade 11 %
<b>This school helps students solve conflicts with one another.</b>		
Strongly disagree	3	7
Disagree	10	9
Neither disagree nor agree	45	38
Agree	26	26
Strongly agree	16	20
<b>This school encourages students to care about how others feel.</b>		
Strongly disagree	2	4
Disagree	3	9
Neither disagree nor agree	37	32
Agree	39	32
Strongly agree	19	23

*Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. School Anti-Bullying Climate

**Table N7.1**  
*School Responses to Bullying*

	Grade 9 %	Grade 11 %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>		
Strongly disagree	3	4
Disagree	0	4
Neither disagree nor agree	19	20
Agree	30	32
Strongly agree	48	39
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>		
Strongly disagree	3	7
Disagree	14	9
Neither disagree nor agree	22	13
Agree	30	31
Strongly agree	30	40
<b>Students tell teachers when other students are being bullied.</b>		
Strongly disagree	8	6
Disagree	2	9
Neither disagree nor agree	46	38
Agree	33	30
Strongly agree	11	17

*Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.*

*Note: Cells are empty if there are less than 10 respondents.*

Table N7.1

*School Responses to Bullying – Continued*

	Grade 9 %	Grade 11 %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>		
Strongly disagree	3	3
Disagree	2	4
Neither disagree nor agree	17	19
Agree	41	39
Strongly agree	37	35
<b>Students here try to stop bullying when they see it happening.</b>		
Strongly disagree	3	7
Disagree	2	6
Neither disagree nor agree	43	36
Agree	32	25
Strongly agree	21	26

Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 10 respondents.

## 8. College and Career Planning

Table N8.1

*Supports for College and Career Planning*

	Grade 9 %	Grade 11 %
<b>This school has helped me put my college and career goals and experiences in a plan which I update every year.</b>		
Strongly disagree	5	7
Disagree	21	10
Neither disagree nor agree	32	25
Agree	19	35
Strongly agree	23	23
<b>This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.</b>		
Strongly disagree	5	6
Disagree	16	10
Neither disagree nor agree	34	28
Agree	24	29
Strongly agree	21	28
<b>This school has helped me think about and explore future career options.</b>		
Strongly disagree	3	4
Disagree	13	0
Neither disagree nor agree	24	23
Agree	34	45
Strongly agree	26	28

*Question HS05 N.53-55: This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Facilities Physical Environment

Table N9.1

*Quality of Physical Environment*

	Grade 9 %	Grade 11 %
<b>The schoolyard and buildings are clean and in good condition.</b>		
Strongly disagree	3	1
Disagree	18	7
Neither disagree nor agree	21	25
Agree	42	33
Strongly agree	16	33
<b>The school grounds are kept clean.</b>		
Strongly disagree	3	1
Disagree	3	6
Neither disagree nor agree	21	22
Agree	44	32
Strongly agree	28	39

Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

Note: Cells are empty if there are less than 10 respondents.

## 10. Scheduled Lunch and Drinkable Water

Table N10.1

*Scheduled Lunch at School*

	Grade 9 %	Grade 11 %
<b>I eat my lunch at the right time of day.</b>		
Strongly disagree	8	6
Disagree	11	3
Neither disagree nor agree	16	19
Agree	35	34
Strongly agree	29	38
<b>I have plenty of time to eat my lunch.</b>		
Strongly disagree	11	9
Disagree	5	10
Neither disagree nor agree	18	10
Agree	32	35
Strongly agree	34	36

Question HSMS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

Note: Cells are empty if there are less than 10 respondents.

Table N10.2

*Clean and Drinkable Water*

	Grade 9 %	Grade 11 %
<b>This school has clean and drinkable water.</b>		
Strongly disagree	0	4
Disagree	2	0
Neither disagree nor agree	8	12
Agree	52	30
Strongly agree	39	54

Question HSMS N.52: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

Note: Cells are empty if there are less than 10 respondents.





## Summary - Aug 2017 - Jul 2018

SAT

DATA

## SAT June 2018

2018

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1258 400 to 1600	629 200 to 800	630 200 to 800	28 Total test takers
96% Met Both Benchmarks	96% Met ERW Benchmark	100% Met Math Benchmark	Percentage of Test Taker Population by Sex Female 54%    Male 44%    No Response 0%

## SAT May 2018

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1192 400 to 1600	595 200 to 800	597 200 to 800	15 Total test takers
80% Met Both Benchmarks	93% Met ERW Benchmark	80% Met Math Benchmark	Percentage of Test Taker Population by Sex Female 52%    Male 47%    No Response 0%

## SAT March 2018

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1255 400 to 1600	641 200 to 800	615 200 to 800	15 Total test takers
67% Met Both Benchmarks	97% Met ERW Benchmark	77% Met Math Benchmark	Percentage of Test Taker Population by Sex Female 52%    Male 47%    No Response 0%

## SAT December 2017

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
N/A 400 to 1600	N/A 200 to 800	N/A 200 to 800	4 Total test takers
N/A Met Both Benchmarks	N/A Met ERW Benchmark	N/A Met Math Benchmark	Percentage of Test Taker Population by Sex Female 75%    Male 25%    No Response 0%

## Summary - Aug 2017 - Jul 2018

## 2th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>N/A</b> 400 to 1400	<b>N/A</b> 200 to 800	<b>N/A</b> 200 to 800	<b>4</b> Total test takers
Percentage of Test Taker Population by Sex			
N/A Met Both Benchmarks			Female <b>25%</b>   Male <b>75%</b>   No Response <b>0%</b>
N/A Met ERW Benchmark			
N/A Met Math Benchmark			

## SAT November 2017

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>N/A</b> 400 to 1400	<b>N/A</b> 200 to 800	<b>N/A</b> 200 to 800	<b>2</b> Total test takers
Percentage of Test Taker Population by Sex			
N/A Met Both Benchmarks			Female <b>100%</b>   Male <b>0%</b>   No Response <b>0%</b>
N/A Met ERW Benchmark			
N/A Met Math Benchmark			

## 12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>N/A</b> 400 to 1400	<b>N/A</b> 200 to 800	<b>N/A</b> 200 to 800	<b>8</b> Total test takers
Percentage of Test Taker Population by Sex			
N/A Met Both Benchmarks			Female <b>62%</b>   Male <b>38%</b>   No Response <b>0%</b>
N/A Met ERW Benchmark			
N/A Met Math Benchmark			

## PSAT/NMSQT Fall 2017

## 10th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>1108</b> 320 to 1520	<b>568</b> 140 to 740	<b>540</b> 140 to 740	<b>64</b> Total test takers
Percentage of Test Taker Population by Sex			
<b>84%</b> Met Both Benchmarks			Female <b>39%</b>   Male <b>61%</b>   No Response <b>0%</b>
<b>97%</b> Met ERW Benchmark			
<b>86%</b> Met Math Benchmark			

# Summary - Aug 2017 - Jul 2018

## 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>1150</b>   300 to 1300	<b>590</b>   160 to 760	<b>560</b>   160 to 760	<b>81</b> Total test takers
<b>79%</b> Met Both Benchmarks	<b>67%</b> Met ERW Benchmark	<b>79%</b> Met Math Benchmark	<b>Percentage of Test Taker Population by Sex</b> Female <b>44%</b>   Male <b>56%</b>   No Response <b>0%</b>

## SAT October 2017

### 11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>N/A</b>   400 to 1600	<b>N/A</b>   200 to 800	<b>N/A</b>   200 to 800	<b>3</b> Total test takers
<b>N/A</b> Met Both Benchmarks	<b>N/A</b> Met ERW Benchmark	<b>N/A</b> Met Math Benchmark	<b>Percentage of Test Taker Population by Sex</b> Female <b>67%</b>   Male <b>33%</b>   No Response <b>0%</b>

## 12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>1288</b>   400 to 1600	<b>651</b>   200 to 800	<b>637</b>   200 to 800	<b>11</b> Total test takers
<b>91%</b> Met Both Benchmarks	<b>91%</b> Met ERW Benchmark	<b>91%</b> Met Math Benchmark	<b>Percentage of Test Taker Population by Sex</b> Female <b>45%</b>   Male <b>55%</b>   No Response <b>0%</b>

## SAT August 2017

### 12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
<b>1304</b>   400 to 1600	<b>640</b>   200 to 800	<b>664</b>   200 to 800	<b>22</b> Total test takers
<b>91%</b> Met Both Benchmarks	<b>100%</b> Met ERW Benchmark	<b>91%</b> Met Math Benchmark	<b>Percentage of Test Taker Population by Sex</b> Female <b>41%</b>   Male <b>59%</b>   No Response <b>0%</b>

# SAT June 2018, All Grades - Scores & Benchmarks

## Benchmarks by Students

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	CRN Benchmark (400)			Math Benchmark (340)		
School	25	0% Met Both	0% Met None	Met 0%	Approaching 4%	Strengthen Skills 0%	Met 100%	Approaching 0%	Strengthen Skills 0%
District	43	49% Met Both	23% Met None	Met 37%	Approaching 7%	Strengthen Skills 17%	Met 32%	Approaching 30%	Strengthen Skills 18%
State	38,138	48% Met Both	23% Met None	Met 32%	Approaching 7%	Strengthen Skills 20%	Met 31%	Approaching 12%	Strengthen Skills 21%
Total Group	370,240	57% Met Both	18% Met None	Met 40%	Approaching 4%	Strengthen Skills 15%	Met 38%	Approaching 11%	Strengthen Skills 30%

Student	Evidence-based Reading and Writing Score	Math Score
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# SAT June 2018, All Grades - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 400-1600	CR/RA Score 200-800	Math Score 200-800
School	25	1258	629	629
District	60	1143	570	575
State	58,158	1073	538	535
Total Group	270,240	1111	558	553

Student	Total Score	CR/RA Score	Math Score
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## SAT June 2018, All Grades - Scores &amp; Benchmarks

School Mean Score <b>1258</b>		District Mean Score <b>1145</b>		State Mean Score <b>1073</b>		Total Group Mean Score <b>1111</b>	
Number of Participants	26	Number of Participants	66	Number of Participants	1478	Number of Participants	2704
Met Both Benchmarks	88%	Met Both Benchmarks	88%	Met Both Benchmarks	48%	Met Both Benchmarks	57%
Met ERW	1000 96%	Met ERW	1460 97%	Met ERW	1480 72%	Met ERW	1480 67%
Met Math	2000 98%	Met Math	2000 97%	Met Math	2300 57%	Met Math	2300 59%
Met None	0%	Met None	0%	Met None	20%	Met None	14%
Distribution of Scores		Distribution of Scores		Distribution of Scores		Distribution of Scores	
<b>Mean Total Score (160-1600)</b>		<b>Mean Total Score (160-1600)</b>		<b>Mean Total Score (160-1600)</b>		<b>Mean Total Score (160-1600)</b>	
Total Score	1258	Total Score	1145	Total Score	1070	Total Score	1111
<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>	
Evidence-Based Reading and Writing	628	Evidence-Based Reading and Writing	570	Evidence-Based Reading and Writing	528	Evidence-Based Reading and Writing	598
Math	630	Math	575	Math	542	Math	613
<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>	
Reading	30	Reading	28	Reading	27	Reading	28
Writing and Language	31	Writing and Language	29	Writing and Language	27	Writing and Language	28
Math	31	Math	28	Math	29	Math	28
<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>	
Analysis in Science	33	Analysis in Science	29	Analysis in Science	27	Analysis in Science	28
Analysis in History/Social Studies	31	Analysis in History/Social Studies	28	Analysis in History/Social Studies	27	Analysis in History/Social Studies	28
<b>Mean Subscores (1-10)</b>		<b>Mean Subscores (1-10)</b>		<b>Mean Subscores (1-10)</b>		<b>Mean Subscores (1-10)</b>	
Command of Evidence	11	Command of Evidence	10	Command of Evidence	9	Command of Evidence	10
Words in Context	11	Words in Context	10	Words in Context	9	Words in Context	10
Expression of Ideas	10	Expression of Ideas	10	Expression of Ideas	9	Expression of Ideas	10
Standard of English Conventions	11	Standard of English Conventions	10	Standard of English Conventions	9	Standard of English Conventions	9
Heart of Algebra	12	Heart of Algebra	10	Heart of Algebra	9	Heart of Algebra	9
Problem Solving and Data Analysis	12	Problem Solving and Data Analysis	10	Problem Solving and Data Analysis	9	Problem Solving and Data Analysis	9
Passport to Advanced Math	11	Passport to Advanced Math	10	Passport to Advanced Math	9	Passport to Advanced Math	9

# Smarter Balanced Test Result Comparison

CA DASHBOARD  
2017 latest

## Report Options

Select Year:	Select Grade:	Select Group/Subgroup:
2017	11th Grade	All Students (Default)

Apply Selections

## 2017 Overall Achievement--11

TABLE GRAPH

Comparing 2 out of 3 Results

### SCHOOL #1

Technology High  
CDS Code: 49-73882-4930364

• Grade 11

[View School #1 Full Test Results](#)

[Remove School #1 Selection](#)

### STATE

State of California  
CDS Code: 00-00000-0000000

• Grades 3-8,11

[View State Full Test Results](#)

[Remove State Selection](#)

## ENGLISH LANGUAGE ARTS/LITERACY

### 2017 Achievement Level Distribution

Grade 11

### Overall Achievement

	Technology High	State of California
Mean Scale Score	2716.3	2602.5
Standard Exceeded: Level 4	73.75 %	27.72 %
Standard Met: Level 3	23.75 %	32.04 %
Standard Nearly Met: Level 2	1.25 %	21.34 %
Standard Not Met: Level 1	1.25 %	18.91 %

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

## MATHEMATICS

### 2017 Achievement Level Distribution

Grade 11

## Overall Achievement

	Technology High	State of California
Mean Scale Score	2717.0	2585.0
Standard Exceeded: Level 4	49.38 %	12.92 %
Standard Met: Level 3	37.04 %	19.22 %
Standard Nearly Met: Level 2	9.88 %	23.64 %
Standard Not Met: Level 1	3.70 %	44.22 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges



## California Department of Education

DataQuest Home / Cohort Report

## 2016-17 Four-Year Adjusted Cohort Graduation Rate

## Technology High School Report (49-73882-4930384)

- [+ Report Description](#)
- [+ Report Glossary](#)
- [+ Report Options and Filters](#)

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	12	11	91.7%	9	0	7
Pacific Islander	*	*	*	*	*	*
White	57	55	96.5%	39	0	30
Two or More Races	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*

## Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma

Technology High	85	81	95.3%	60	0	46
Cotati-Rohnert Park Unified	507	416	82.1%	190	10	145
Sonoma County	5,385	4,408	81.9%	1,645	517	949
Statewide Total	493,795	408,124	82.7%	203,648	44,594	97,907

**Note:** To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

\* Charter school data are removed by default from all district-level DataQuest four-year adjusted cohort graduation rate (ACGR) and cohort outcome reports. To include charter school data in district-level reports, select the "Reset Filters" button on district-level reports to show data for "All Schools" OR select the desired School Type filter from within the expandable Report Filters menu on the desired DataQuest report.

\*\* Results produced using the Alternative School report filter on the DataQuest four-year adjusted cohort graduation rate (ACGR) and cohort outcome reports will NOT provide the same results or information on the graduation rates of schools approved with a Dashboard Alternative School Status (DASS). While DataQuest reports the four-year ACGR for DASS schools, the Dashboard reports a one-year graduation rate for these schools. The Alternative School filter is strictly intended to facilitate comparisons of the four-year ACGR within the DataQuest reports, which do not include any "one-year" rates for DASS schools. For more information regarding DASS school accountability please click [here](#).



## 2017-18 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade

### Technology High School Report (49-73882-4930384)

**Report:** "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade ↓  
**School:** 0005000 - Select a School ↓  
**Year:** 2017-18 ↓  
**School Type:**  All Schools  Charter Schools  Non Charter School  
**Gender:**  All  Male  Female  
**Students With Disabilities:**  Yes  No  All Students  
**Disadvantaged Subgroups:** - No Subgroup Filters ↓  
 Subgroup filters have been disabled to protect student privacy. [\(0/0/0\)](#)  
**View Data As:**  Numbers  Percents

#### Glossary of Terms for EL Reports

Name	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
09	0	0	0	13	13
10	0	0	0	20	20
11	0	0	0	15	15
12	0	0	0	11	11

### Report Totals

Level	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Technology High	0	0	0	59	59
Contra-Robert Park Unified	588	268	313	902	2,071
Sonoma County	7,376	3,065	4,423	10,880	25,744
State	658,390	234,842	377,918	1,104,495	2,375,645



## Certificated Staff Experience Report 2017-18

### Technology High 4973882-4930384 Teachers

Report: Year: School: Gender: Staff Type: 

### Technology High 4973882-4930384

Name	Code	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
Technology High	4930384	15	11	1	0

### Report Total

Level	Code	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
District	4973882	12	10	27	30
County	49	13	10	200	331
State	00	14	12	18,890	18,793

**Download Data** Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Report is for Year: 2017-18, Gender: All Genders, StaffType: Teachers

Report generated: 9/4/2018 1:21 PM

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[Web Policy](#)

## California Department of Education

DataQuest Home / Discipline Report

## 2016-17 Suspension Rate

Technology High School Report (49-73882-4930384)  
Disaggregated by Ethnicity+ [Report Description](#)+ [Report Glossary](#)+ [Report Options and Filters](#)

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29	0	0	0.0%	0.0%	0.0%
Filipino	*	*	*	*	*	*
Hispanic or Latino	59	3	3	5.1%	100.0%	0.0%
Pacific Islander	*	*	*	*	*	*
White	228	3	3	1.3%	100.0%	0.0%
Two or More Races	15	0	0	0.0%	0.0%	0.0%
Not Reported	*	*	*	*	*	*

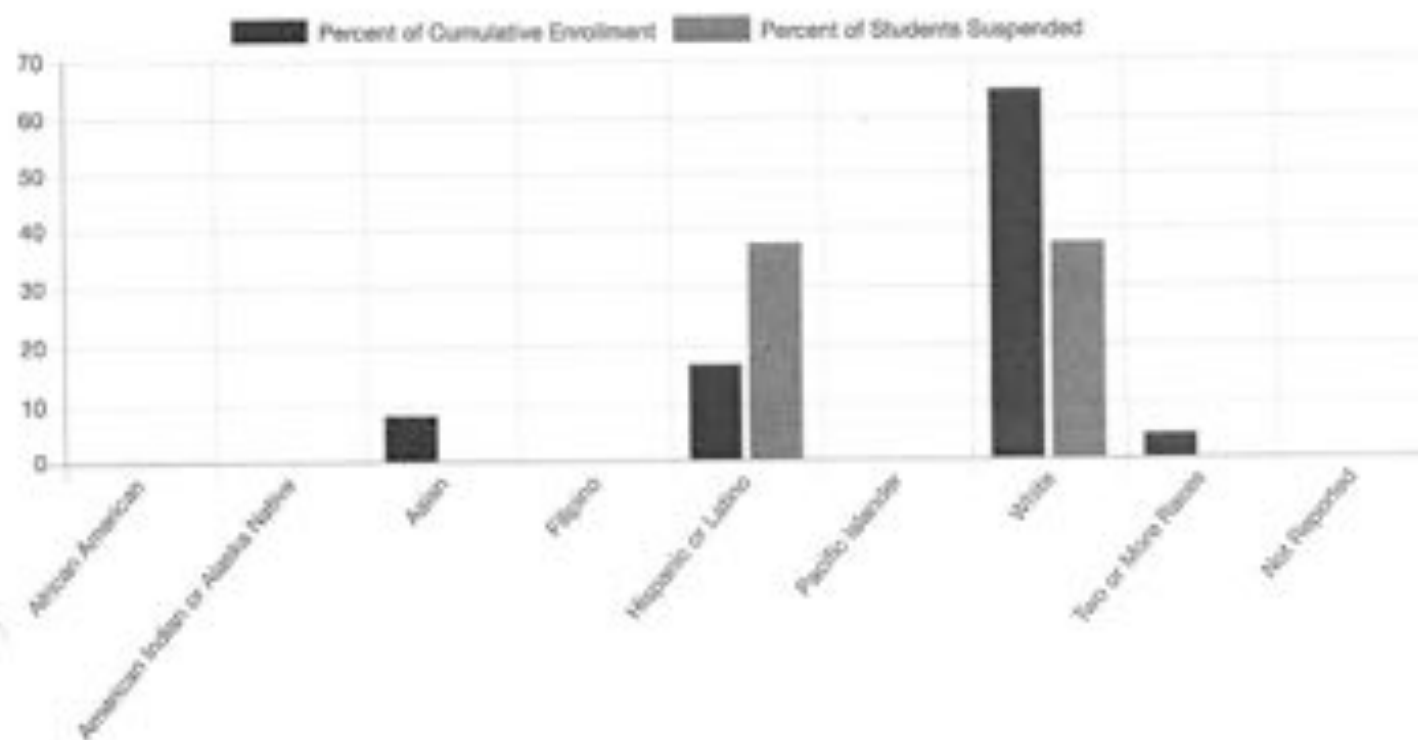
## Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Technology High	352	8	8	2.3%	100.0%	0.0%
Cotati-Rohnert Park Unified	6,609	509	361	5.6%	71.5%	28.5%

Sonoma County	73,409	5,616	3,353	4.6%	69.0%	31.0%
Statewide	6,405,496	381,845	233,478	3.6%	69.3%	30.7%

Note: Data may be suppressed (\*) to protect student privacy (Data Suppression)

## Cumulative Enrollment vs Students Suspended



Ethnicity	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	*	*
American Indian or Alaska Native	*	*
Asian	8.2%	0.0%
Filipino	*	*
Hispanic or Latino	16.8%	37.5%
Pacific Islander	*	*
White	64.8%	37.5%
Two or More Races	4.3%	0.0%
Not Reported	*	*
<b>Total</b>	<b>352</b>	<b>8</b>

## California Department of Education

[DataQuest Home](#) / [Discipline Report](#)

## 2016-17 Total Offenses Committed

## Technology High School Report (49-73882-4930384)

[+ Report Description](#)[+ Report Glossary](#)[+ Report Options and Filters](#)

Education Code Section	Student Offense Name	Total Count of Offenses Committed	Count of Offenses Resulting in an Expulsion	Count of Offenses Resulting in a Suspension	Count of Offenses Resulting in a Disciplinary Diversion
48900(j)	Obscene Acts, Profanity, and Vulgarity	2	0	2	0
48900(k)	Disruption, Defiance	1	0	1	0
48900(i)	Bullying	1	0	1	0
48900.2	Sexual Harassment	1	0	1	0
48915(a)(3)	Possession of Controlled Substance	5	1	4	0
<b>Total</b>		<b>10</b>	<b>1</b>	<b>9</b>	<b>0</b>

# AP<sup>®</sup> Equity and Excellence (2018)

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2018.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

## Technology High School (053849)

Group	Percentage	How is this calculated?
Graduating Class Summary	75.3	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school <b>divided by</b> the total number of your school's seniors.
12th Grade	50.6	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year <b>divided by</b> the total number of students in each grade.
11th Grade	54.4	
10th Grade	4.4	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.





# AP<sup>®</sup> School Summary with Comparable Groups (2018)

Print / Download Options

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean scores, standard deviation, and number of schools per exam for each group.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

## Technology High School (053849)

	Exam	Eng Lang Comp	Eng Lang Comp	Exam Size	US Gov Fin	US Gov	West Hist	Calc BC	Stat	Bio	Chem	Spain Lang	Total Exams*	
School (053849)	5	9	1	1		1			1			2	18	
	4	8	10	7	8	4	1	4	3	1	1	3	54	
	3	23	4	1	18	6		14	6	3	2	1	77	
	2	14	1	14	11	7		9	3		1	1	37	
	1	1		14	1	2		6	1				28	
	Total Number of Exams	52	22	37	37	23	1	33	14	4	4	4	9	228
	Mean Score	3.23	3.55	2.23	2.75	3.02	4.08	2.68	2.86	3.23	3.09	3.85	3.33	
	Standard Deviation	1.08	0.91	1.23	0.99	1.23	0.99	0.99	1.19	0.93	0.92	0.93	1.13	
Total Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	
California	5	3,076	3,824	2,547	3,990	9,074	2,429	16,203	3,216	3,236	3,026	12,497	124,523	
	4	13,714	9,927	4,521	8,248	13,827	7,847	4,236	6,870	8,896	4,214	20,840	182,474	
	3	26,536	11,850	3,209	12,996	16,809	16,912	4,371	7,780	12,711	5,492	17,109	194,213	
	2	60,228	23,078	3,382	13,880	16,879	11,834	3,991	6,991	11,270	4,814	4,995	180,422	
	1	11,498	11,323	5,114	16,119	22,098	7,095	7,283	8,888	6,625	4,717	461	191,294	
	Total Number of Exams	95,474	62,784	16,951	52,963	76,714	39,927	23,162	32,762	46,090	22,947	35,821	463,646	
	Mean Score	2.76	2.56	2.96	2.96	2.82	2.71	3.02	2.83	2.86	2.99	3.71	2.91	
	Standard Deviation	1.18	0.71	1.06	1.27	1.26	1.29	1.28	1.02	1.09	1.26	0.94	1.32	
Total Schools	1,624	1,548	602	1,278	1,762	943	1,014	1,088	1,244	894	1,526	1,481		
United States	5	66,346	22,102	24,201	60,498	53,740	26,827	98,504	29,836	17,839	19,373	42,860	679,094	
	4	101,764	57,621	16,284	65,174	62,869	68,167	23,871	45,972	56,014	26,710	64,020	694,762	
	3	193,883	106,166	22,201	66,856	174,716	63,641	26,481	52,716	60,129	36,739	61,724	1,246,227	
	2	184,860	144,894	24,424	76,888	174,211	66,910	19,412	39,011	75,819	36,819	20,240	1,102,705	
	1	78,104	67,074	32,203	76,101	120,980	67,363	6,462	10,440	26,246	32,717	3,827	664,791	
	Total Number of Exams	571,268	399,362	119,071	317,267	504,636	394,238	120,733	244,312	253,838	151,897	187,187	4,377,462	
	Mean Score	2.82	2.56	2.89	2.70	2.88	2.76	3.74	2.85	2.86	2.75	3.09	2.87	
	Standard Deviation	1.14	1.10	1.02	1.21	1.20	1.19	1.26	1.26	1.09	1.21	1.08	1.30	



# AP<sup>®</sup> School Summary with Comparable Groups (2018)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Aug 2, 2018. Report Run Sep 4, 2018

		Score	Eng Lang Comp	Eng Lang Comp	Math	US Gov Pol	US Hist	World Hist	Comp Sci	Stat	Sci	Chem	Spec Lang	Total Exams*
United States	Total Schools	11,001	13,308	4,700	3,532	12,869	7,072	7,040	8,001	10,740	6,462	6,139		26,498
Global	5	64,380	22,071	29,075	43,679	34,352	29,810	16,521	24,009	14,607	21,401	49,863		758,301
	4	100,130	39,091	53,197	43,488	45,044	40,215	24,847	47,329	32,309	28,372	45,864		1,024,098
	3	146,096	118,107	23,694	60,577	115,009	66,794	38,175	16,732	65,022	46,400	56,901		1,276,432
	2	170,840	146,114	24,673	79,005	114,004	67,436	26,180	35,001	71,045	46,794	26,301		1,187,138
	1	79,100	47,344	26,452	74,263	128,707	47,527	7,844	52,009	24,579	31,934	3,667		500,417
	Total Number of Exams	502,738	406,412	147,346	321,362	508,249	307,888	130,822	215,741	260,836	162,189	189,481		5,196,442
	Mean Score	2.20	2.76	2.26	2.76	2.64	2.75	2.74	2.67	2.67	2.79	2.67		2.69
	Standard Deviation	1.75	1.14	1.47	1.31	1.32	1.15	1.28	1.37	1.68	1.21	1.68		1.30
Total Schools	11,001	14,028	5,064	5,094	15,472	7,452	7,040	8,209	11,001	6,462	6,139		21,498	

\* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Technology High School	1	710			52	14	4		
California	2,401	424,358	7,707	136	147,375	141,372	87,373	19,408	790
United States	20,459	2,751,675	54,230	814	540,090	985,756	552,452	230,215	8,125
Global	22,468	3,829,700	58,524	2,547	674,545	1,011,222	562,946	211,537	8,279

The data in this report differs from other College Board reports, such as The AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

# AP<sup>®</sup> Five-Year School Score Summary (2018)

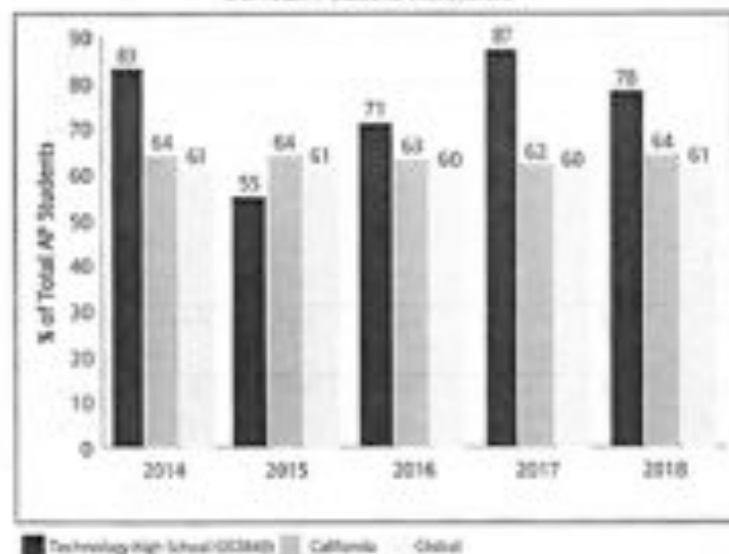
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This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Technology High School (053849)

% of Total AP Students with Scores 3+



	2014	2015	2016	2017	2018
<b>Technology High School (053849)</b>					
Total AP Students	33	47	106	112	118
Number of Exams	30	33	213	224	235
AP Students with Scores 3+	19	21	77	97	86
% of Total AP Students with Scores 3+	60.6	55.2	71.3	86.6	76.1
<b>California</b>					
Total AP Students	394,207	373,360	394,254	416,756	434,996
Number of Exams	448,679	700,509	740,350	791,236	802,649
AP Students with Scores 3+	207,901	207,063	207,846	206,641	215,820
% of Total AP Students with Scores 3+	54.3	60.6	62.5	61.3	61.7
<b>Global</b>					
Total AP Students	2,852,626	2,487,144	2,425,119	2,762,293	2,829,790
Number of Exams	4,798,694	4,514,044	4,741,266	5,006,273	5,108,642
AP Students with Scores 3+	1,482,136	1,815,264	1,585,115	1,666,079	1,705,827
% of Total AP Students with Scores 3+	61.3	62.7	60.9	60.1	61.1

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (both in- and out-of-school) and includes public school data only.

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Technology High School (053840)

	Technology High School (053840)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Biology</b>															
5				2		2,465	2,438	2,675	2,646	3,236	14,169	14,231	15,738	16,471	16,667
4	1		1	2	1	7,581	7,748	7,634	7,754	8,496	47,369	49,708	56,141	52,712	54,209
3		1	2	4	3	12,639	12,266	11,756	13,494	12,111	75,372	80,744	86,218	93,864	85,532
2						5,987	16,415	11,313	11,875	11,278	59,024	61,741	64,839	70,172	73,689
1				1		3,427	3,509	4,290	4,169	4,829	16,770	18,368	24,743	21,473	24,579
Total Exams	1	1	3	10	4	36,099	36,376	36,718	39,948	40,060	214,264	224,838	238,839	256,029	262,636
Mean Score	4.00	3.00	3.33	3.50	3.25	2.89	2.87	2.89	2.87	2.86	2.91	2.91	2.85	2.89	2.87
<b>Calculus AB</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						13,393	11,897	14,514	11,388	11,253	72,333	65,411	76,875	59,390	61,057
4	1					8,276	8,431	8,767	8,289	8,637	49,564	51,749	53,696	57,064	52,216
3	1					8,448	9,187	8,623	10,527	9,971	52,875	56,482	52,749	64,211	63,125
2				1		5,641	5,251	4,750	11,897	10,574	31,369	31,371	36,109	69,844	69,257
1					1	15,124	18,237	17,206	13,074	10,633	89,775	98,285	95,103	64,890	62,220
Total Exams	3			2	2	50,284	53,043	53,469	55,975	51,063	294,796	304,218	301,534	311,639	310,275
Mean Score	4.00			1.00		3.00	2.82	2.95	2.89	2.90	2.94	2.96	2.96	2.93	2.94
<b>Calculus BC</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	2		6	2		10,043	9,389	10,695	10,124	10,207	54,335	54,148	62,967	54,708	54,571
4	2	2	4	1	4	2,956	3,176	3,119	3,879	4,206	18,325	18,231	19,248	24,096	24,087
3	1	4	2	10	14	2,849	3,344	3,271	4,056	4,175	18,289	21,482	21,481	24,441	28,375
2	2	2	1	4	1	897	1,014	1,114	3,143	3,091	5,566	6,505	7,267	18,739	20,295
1	2	4	2	2	4	3,254	3,082	2,629	1,318	1,283	15,220	17,725	16,461	7,096	7,844
Total Exams	10	12	15	19	27	29,109	29,615	29,838	32,534	33,142	112,285	118,411	125,504	136,089	136,622
Mean Score	3.00	2.50	2.73	2.87	2.48	3.01	2.79	2.87	2.84	2.82	2.81	2.72	2.81	2.79	2.74

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Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053440)

California

Global

## Calculus BC: AB Subscore

	Technology High School (053440)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	6	2	6	6	3	10,979	11,371	11,046	11,590	11,396	67,853	66,942	64,577	64,513	68,100
4	2	3	6	3	7	3,990	3,026	4,224	4,789	4,462	18,626	16,481	26,201	26,987	38,234
3	2	4	1	9	11	3,320	2,403	2,568	2,981	3,314	14,440	10,234	16,375	18,754	22,242
2		1		2	7	1,308	1,042	933	2,193	2,196	7,040	6,333	5,794	13,291	13,795
1	3	2	2	1	6	1,763	1,743	2,545	1,290	1,204	10,121	11,194	12,873	6,511	7,462
Total Exams	13	12	15	20	33	19,103	19,815	20,336	22,853	22,462	111,280	110,406	121,796	133,050	139,821
Mean Score	3.62	3.17	3.93	3.57	3.88	4.37	4.08	4.01	4.02	4.02	4.02	4.04	3.98	4.00	3.97

## Chemistry

	Technology High School (053440)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						2,222	2,122	2,419	2,694	3,636	15,047	14,178	16,203	16,080	21,887
4					1	3,409	3,605	3,403	3,948	4,214	25,733	24,703	23,994	25,923	28,572
3				1	2	5,197	5,819	5,682	5,712	5,412	38,332	43,064	42,332	41,742	46,409
2					1	6,284	5,190	5,057	5,593	6,818	34,359	38,020	38,067	41,772	38,794
1						4,511	4,994	5,093	5,122	6,577	31,346	33,277	32,371	34,094	33,033
Total Exams				1	4	21,603	21,723	21,646	23,061	23,657	149,840	153,272	153,867	156,616	162,389
Mean Score				3.00	3.25	3.69	3.66	3.64	3.73	3.91	3.69	3.66	3.69	3.67	3.79

## Chinese Language and Culture

	Technology High School (053440)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1			2,799	2,801	3,071	3,686	3,755	7,833	8,041	8,261	8,473	9,528
4						574	777	787	739	638	1,834	1,362	2,198	1,641	1,777
3						389	428	567	504	531	1,266	1,477	1,908	1,762	1,907
2						46	90	57	84	85	324	364	340	446	540
1						50	87	68	96	100	320	524	503	646	719
Total Exams			1			3,859	4,183	4,544	4,575	5,117	11,299	12,808	13,110	13,909	14,533
Mean Score			5.00			4.50	4.46	4.40	4.34	4.33	4.41	4.34	4.31	4.31	4.39

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Technology High School (523843)

Technology High School (523843)					California					Global					
<b>English Language and Composition</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			8	12	9	7,125	8,156	9,175	8,134	9,179	48,497	52,424	58,640	53,198	61,963
4			18	16	8	13,221	14,205	14,387	15,710	13,514	99,348	97,172	96,625	106,530	103,525
3			18	18	23	20,389	21,571	23,230	24,948	24,094	103,859	104,613	105,154	101,283	108,094
2			18	7	16	25,888	27,885	30,223	31,373	30,238	152,987	157,352	176,254	179,103	170,843
1					2	11,513	12,717	16,874	14,144	13,496	71,713	78,604	68,833	83,301	75,181
Total Exams			55	53	52	78,838	83,804	88,199	94,774	95,414	587,124	628,375	658,129	643,415	688,598
Mean Score			3.48	3.62	3.23	2.71	2.74	2.78	2.70	2.71	2.78	2.79	2.82	2.77	2.83
<b>English Literature and Composition</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		4	2	3	3	5,094	5,833	4,808	4,191	3,833	30,521	35,460	30,233	27,624	22,271
4		4	18	15	10	10,378	10,754	10,348	9,235	8,367	79,892	73,125	73,400	65,300	59,281
3	1	8	11	15	6	17,254	17,788	17,181	17,294	15,830	118,881	122,433	119,608	126,711	119,325
2		11	10	8	3	21,515	20,574	21,385	21,880	21,578	121,520	121,334	121,861	117,878	146,118
1				2		6,754	6,493	7,379	8,436	10,533	47,245	45,004	48,942	54,960	67,914
Total Exams	1	28	35	39	21	60,435	60,954	62,613	62,136	62,761	398,721	402,754	407,025	408,133	406,819
Mean Score	1.00	3.04	3.06	3.10	3.39	2.77	2.78	2.79	2.64	2.64	2.76	2.78	2.75	2.69	2.56
<b>Japanese Language and Culture</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1			368	488	514	417	505	1,228	1,231	1,323	1,142	1,267
4						97	91	13	119	91	249	320	300	298	289
3						184	183	176	207	190	530	498	518	526	516
2						38	66	39	71	83	147	210	143	218	218
1						105	92	105	116	113	401	372	389	364	376
Total Exams			1			813	852	809	921	982	2,376	2,544	2,383	2,570	2,426
Mean Score			1.00			3.00	3.05	3.00	3.70	3.80	3.55	3.48	3.73	3.61	3.68

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Technology High School (053848)

	Technology High School (053848)					California					State				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Microeconomics</b>															
5				2	1	2,113	2,527	2,057	3,054	3,587	18,908	19,390	23,694	24,709	29,870
4			1		7	3,977	3,998	4,561	4,379	4,525	27,343	28,223	31,716	30,120	30,197
3			1		5	3,320	3,143	3,189	3,289	3,295	21,718	21,685	21,841	24,094	23,849
2					16	1,099	1,244	3,059	3,107	3,360	20,497	21,579	22,957	22,383	24,673
1				1	14	3,936	4,713	5,039	5,234	5,118	29,096	30,195	35,142	37,607	36,452
Total Items			3	3	37	16,564	17,864	18,025	18,941	18,913	113,342	120,872	136,400	142,333	147,146
Mean Score			3.00	3.07	3.23	3.94	3.79	3.84	3.83	3.90	3.89	3.79	3.90	3.89	3.96
<b>Physics 1</b>															
5							1,199	1,099	1,404	1,477		8,619	7,769	9,301	9,827
4		1					3,079	3,013	3,625	3,533		23,632	23,895	27,710	26,369
3		1					4,492	4,431	4,391	3,948		30,691	30,933	34,757	33,734
2							3,894	5,938	3,606	3,403		31,228	31,310	49,797	49,393
1							5,991	5,793	5,490	6,004		53,337	51,296	49,699	53,300
Total Items		2					20,654	20,210	20,416	20,363		173,534	176,313	171,464	171,347
Mean Score		3.50					3.40	3.39	3.30	3.46		3.33	3.33	3.40	3.37
<b>Psychology</b>															
5						5,849	7,192	7,267	7,714	6,186	48,796	56,123	56,114	57,974	64,898
4		1				8,305	9,288	9,798	9,798	10,871	69,937	73,090	76,737	76,240	82,509
3						5,995	6,894	7,010	7,009	7,227	51,953	55,148	56,210	60,621	56,828
2						4,305	4,447	5,807	5,402	5,729	35,206	36,423	41,699	44,324	45,622
1						6,003	7,879	8,821	8,697	8,578	54,699	57,657	63,883	64,427	62,553
Total Items		1				31,262	35,590	37,903	38,144	41,640	249,471	278,201	284,729	300,626	313,811
Mean Score		4.00				3.96	3.30	3.64	3.46	3.15	3.09	3.12	3.07	3.26	3.14



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Technology High School (053849)

Technology High School (053849)					California					Global					
<b>Spanish Language and Culture *</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5					2	10,280	12,718	13,054	8,721	12,447	34,303	41,265	45,307	34,481	43,910
4				2	5	16,190	17,940	19,160	26,106	20,840	48,729	53,023	57,010	61,841	65,048
3					1	12,797	12,333	13,036	19,774	17,138	42,264	41,304	44,802	41,508	54,901
2				1	1	3,004	2,240	3,792	4,381	4,895	13,306	12,548	15,764	18,477	20,222
1						248	231	373	494	461	2,382	2,875	2,528	3,718	3,007
Total Exams				2	9	42,519	46,661	50,315	59,076	55,881	148,984	159,046	165,403	119,425	185,267
Mean Score				2.00	2.89	3.76	3.85	3.84	3.81	3.71	3.70	3.77	3.77	3.85	3.67
<b>Statistics</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	6	1	1		1	3,953	4,189	4,634	4,311	5,214	26,221	26,390	29,674	29,455	32,339
4	1	5	1	3	3	5,385	5,458	6,448	4,823	6,810	38,612	37,489	44,296	34,512	47,329
3	3	3	3	7	4	6,604	7,083	7,470	7,527	7,789	45,137	49,495	51,457	52,650	55,795
2		5	4	2	5	5,125	5,528	4,871	6,439	4,951	32,794	36,556	32,193	43,774	29,381
1	1	1	1	6	1	6,752	7,657	8,585	10,968	8,008	41,746	46,435	48,874	55,464	52,509
Total Exams	11	15	10	18	14	26,109	29,913	32,212	33,273	33,713	184,623	196,365	207,788	214,801	225,739
Mean Score	4.00	3.00	2.70	2.89	2.86	3.82	3.77	3.81	3.82	3.80	3.86	3.89	3.88	3.72	3.87
<b>United States Government and Politics</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			2			5,050	4,378	5,442	4,381	5,540	32,236	27,546	36,529	35,010	42,679
4			2	4	8	5,206	6,942	6,973	5,947	6,348	33,898	34,245	40,193	39,311	43,488
3			9	12	15	11,504	11,366	11,283	12,336	12,996	71,829	70,019	74,014	62,502	84,377
2			11	4	11	11,756	11,549	11,549	12,555	12,640	67,126	70,947	71,302	78,985	74,951
1			14	5	3	13,021	14,646	14,751	13,231	14,119	64,996	76,564	76,976	82,884	74,203
Total Exams			46	25	37	47,537	47,881	48,748	51,850	52,663	272,185	263,335	297,024	230,574	327,962
Mean Score			2.08	2.60	2.76	2.52	2.46	2.52	2.45	2.56	2.62	2.54	2.64	2.58	2.70

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Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Technology High School (053M40)

	Technology High School (053M40)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>United States History</b>															
5			3	10	3	8,862	7,740	9,632	9,016	8,016	36,375	44,837	39,025	54,309	54,352
4		3	8	11	6	16,029	13,289	13,555	13,727	13,857	66,827	85,806	88,728	96,214	93,849
3		7	16	17	4	14,305	16,380	16,241	16,384	16,894	93,540	112,701	111,649	113,685	115,600
2		14	13	6	7	16,788	17,515	12,307	17,768	16,975	130,143	118,045	116,500	119,549	114,844
1		16	11	3	2	13,761	17,834	20,813	22,324	22,058	91,366	115,677	129,305	136,554	129,707
<b>Total Exams</b>		34	51	47	22	72,846	72,767	76,548	79,219	76,714	464,978	476,526	484,510	528,971	528,349
<b>Mean Score</b>		2.09	2.10	2.40	3.05	2.82	2.68	2.68	2.81	2.83	2.76	2.64	2.70	2.65	2.66
<b>World History</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						1,955	2,240	2,473	3,212	3,422	16,430	17,460	16,994	25,542	27,413
4					1	4,877	4,652	5,523	7,211	7,447	35,498	37,745	44,534	59,848	61,223
3	1					9,955	10,229	10,209	9,428	10,352	78,640	83,691	88,018	80,767	84,294
2						6,897	10,919	11,298	11,300	11,653	68,632	79,690	82,193	88,957	87,624
1						5,624	6,240	6,497	7,194	7,385	43,733	47,948	54,525	46,241	47,523
<b>Total Exams</b>	1				1	31,362	33,380	36,228	36,969	39,867	246,933	264,574	296,161	390,755	397,880
<b>Mean Score</b>	2.05				4.00	2.64	2.61	2.59	2.67	2.71	2.66	2.61	2.61	2.77	2.78

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

# AP<sup>®</sup> School Summary by Student Demographics (2018)

This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and free reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng. Lang. Comp.	Eng. Lit. Comp.	Micro Econ.	US Gov. Pol.	US Hist.	World Hist.	Calc. BC	Stat.	Biol.	Chem.	Span. Lang.	Total Exams	% of Total Exams
5	1	3	1		3			1			2	19	8.1
4	4	10	7	8	6	1	4	2	1	1	5	54	23.6
3	23	6	5	15	4		14	4	3	2	1	77	32.8
2	10	3	10	11	7		9	3		1	1	57	24.3
1	2		14	3	2		5	1				28	11.9
Total	52	22	37	37	22	1	30	14	4	4	9	235	100.0

## School Totals by Education Level

	Score	Eng. Lang. Comp.	Eng. Lit. Comp.	Micro Econ.	US Gov. Pol.	US Hist.	World Hist.	Calc. BC	Stat.	Biol.	Chem.	Span. Lang.	Total Exams
< 9th Grade	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Score		Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Stat	Chem	Spain Lang	Total Exams
< 9th Grade	Mean Score												
	Standard Deviation												
9th Grade	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												
10th Grade	5											1	1
	4						1					1	2
	3							1					1
	2												
	1												
	Total Number of Exams						1	1				2	4
	Mean Score						4.00	3.00				4.50	4.25
	Standard Deviation						0.80	0.00				0.71	0.82
11th Grade	5	1				3							12
	4	8				6							14

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018, Report Ran Sep 4, 2018

	Score	Eng Long Comp	Eng LR Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Env	Chem	Span Lang	Total Exams
11th Grade	3	23				4		4		1		1	33
	2	18				7		3					28
	1	1				2		1					5
	Total Number of Exams	52				23		8		1		1	64
	Mean Score	3.23				3.05		2.38		3.00		3.00	3.10
	Standard Deviation	1.08				1.25		0.74		0.00		0.00	1.10
12th Grade	5	3	1						1			1	6
	4	18	7	8			4	3	1	1	4	4	38
	3	6	5	15			9	4	3	2			43
	2	3	10	11			6	5		1	1		37
	1		14	9			5	1					29
	Total Number of Exams		23	37	37			24	14	3	4	6	147
	Mean Score		3.59	2.20	2.76			2.59	2.86	3.00	3.00	3.00	3.78
Standard Deviation		0.91	1.23	0.89			1.02	1.19	0.58	0.82	0.98	1.12	
No longer in high school	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Math Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Spain Lang	Total Exams
No longer in high school	Mean Score												
	Standard Deviation												
Unknown	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Education Level	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
< 9th Grade								
9th Grade								
10th Grade	4					4		



## AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

☰ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Education Level	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
11th Grade	54				54			
12th Grade	52			52				
No longer in high school								
Unknown								

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

If viewing this report by race/ethnicity please note that with the 2016 AP Exam administration the collection and reporting of race/ethnicity information was updated to reflect U.S. Department of Education guidelines. Schools and districts are strongly encouraged to use caution when making comparisons between 2015 and prior year data with 2016 and forward race/ethnicity subgroup data due to these changes.

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams	% of Total Exams
5	3	3	1		3			1			2	13	8.1
4	8	10	7	8	6	1	4	2	1	1	3	34	23.0
3	23	8	5	15	4		14	4	3	2	1	77	32.8
2	16	3	10	13	7		9	5		1	1	57	24.3
1	2		14	3	2		6	1				28	11.3
Total	52	23	37	37	22	1	37	14	4	4	8	235	100.0

## School Totals by Gender

	Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
Male	5	1	1	0		0			1			1	10
	4	3	4	4	6	2	1	4	3	1	1	2	23
	3	10	2	4	12	3		9	3	1	2	1	47
	2	4		8	6	1		5	4		1	1	30
	1	2		9	2	1		3					17
	Total Number of Exams		24	9	25	26	8	1	21	11	2	4	3



# AP<sup>®</sup> School Summary by Student Demographics (2018)

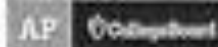
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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng LR Comp	Macro Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Sci	Chem	Scien Lang	Total Exams
<b>Male</b>	Mean Score	3.21	3.89	2.23	2.85	3.13	4.00	2.67	3.09	3.90	3.00	3.60	2.90
	Standard Deviation	1.22	0.63	1.21	0.88	1.25	0.90	0.97	1.04	0.71	0.62	1.14	1.10
<b>Female</b>	5	4	2			2						1	9
	4	5	4	3	2	4						3	21
	3	13	4	1	3	1		5	1	2			30
	2	4	3	2	5	4		4	1				27
	1			5	1	1		3	1				11
	Total Number of Exams	38	13	11	11	14		12	3	2		4	98
	Mean Score	3.25	3.38	2.18	2.55	3.09		2.17	2.80	3.89		4.25	2.90
	Standard Deviation	0.97	1.04	1.33	0.90	1.30		0.83	1.00	0.90		0.90	1.14
<b>Unknown</b>	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
Standard Deviation													

This table shows the total number of students, by education level, who took AP exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each



## AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

school summary report as a reference.

### Students by Education Level

Gender	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Male	61			33	26	3		
Female	48			20	28	1		
Unknown								

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

If viewing this report by race/ethnicity please note that with the 2016 AP Exam administration the collection and reporting of race/ethnicity information was updated to reflect U.S. Department of Education guidelines. Schools and districts are strongly encouraged to use caution when making comparisons between 2015 and prior year data with 2016 and forward race/ethnicity subgroup data due to these changes.

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams	% of Total Exams
5	9	2	1		3			1			2	19	8.1
4	9	10	7	8	6	1	4	3	1	1	5	54	23.0
3	13	6	5	15	4		14	4	3	2	1	77	32.8
2	10	8	10	11	7		9	5		1	1	57	24.3
1	2		14	3	2		6	1				28	11.9
Total	12	22	37	37	23	1	33	14	4	4	9	125	100.0

## School Totals by Race/Ethnicity

Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
American Indian or Alaska Native	5											
	4											
	3											
	2											
	1											
Total Number of Exams												

AP 

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and free reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Phys	Chem	Spain Lang	Total Exams
American Indian or Alaska Native	Mean Score												
	Standard Deviation												
Asian (including Indian subcontinent and Philippines origin)	5	2											7
	4		2	1	1	3				1			9
	3	2	1	1	1			3		1			9
	2	2		1	2	1		1		1			8
	1			3		1		2					5
	Total Number of Exams	4	3	5	4	5		4		1	3		32
	Mean Score	3.00	3.67	2.20	2.75	3.00		2.17		4.00	2.50		2.81
	Standard Deviation	1.07	0.58	1.30	0.96	1.41		0.98		0.00	0.71		1.18
Black or African American	5												
	4												
	3									1			1
	2												
	1							1					1
	Total Number of Exams							1		1			2
	Mean Score							1.00		3.00			2.00
Standard Deviation							0.00		0.00			1.41	
Hispanic or Latino (including Spanish origin)	5	1											1
	4	3	2	1	2			1				2	10

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and free reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Comp Sci	Stat	Biol	Chem	Open Lang	Total Exams
Hispanic or Latino (Including Spanish origin)	3	4		2	3	3		3	2				11
	2	1	2	1	3	3		2					12
	1	1		5	2								8
	Total Number of Exams	9	4	9	10	6		5	3			2	48
	Mean Score	3.11	3.00	1.89	2.50	2.50		2.60	3.20			4.00	2.67
	Standard Deviation	1.17	1.15	1.17	1.08	0.55		0.55	0.58			0.00	1.06
Native Hawaiian or Other Pacific Islander	3												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
Standard Deviation													
White (Including Middle Eastern origin)	5	6	3	1		3			1			2	16
	4	6	6	5	4	2	1	3	1		1	3	32
	3	16	4	1	9	1		8	1	2	1	1	44
	2	7	1	5	4	3		5	4			1	30
	1	1		6	1	1		3					13
	Total Number of Exams	36	34	18	18	10	1	19	7	2	2	7	134

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Score		Eng Lang Comp	Eng Lit Comp	World Lang	US Gov Pol	US Hist	World Hist	Comp Sci	Sci	Art	Chem	Spain Lang	Total Exams
White (including Middle Eastern origin)	Mean Score	3.25	3.79	2.44	2.89	3.20	4.08	2.58	2.86	3.08	2.58	3.86	3.07
	Standard Deviation	1.05	0.89	1.28	0.87	1.48	0.98	0.96	1.21	0.88	0.71	1.87	1.14
Other	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												
Two or more races, non-Hispanic	5												
	4				1	1		1	1				4
	3	1	1	1	2				1				6
	2			3	2			1	1				7
	1			1					1				2
	Total Number of Exams	1	1	5	5	1		2	4				19
	Mean Score	3.00	3.00	3.00	2.80	4.00		3.00	2.50				2.83
	Standard Deviation	0.00	0.00	0.71	0.84	0.00		1.41	1.25				0.96
No response	5												
	4												

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

∨ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Math Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
No response	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Race/Ethnicity	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
American Indian or Alaska Native								
Asian (excluding Indian subcontinent and Philippines origin)	13			6	6	1		
Black or African American	1			1				
Hispanic or Latino (including Spanish origin)	21			11	9	1		
Native Hawaiian or Other Pacific Islander								
White (including Middle Eastern origin)	64			28	30	2		
Other								

## AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

∨ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Race/Ethnicity	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Two or more races, non-Hispanic	7			4	1			
No response								

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If viewing this report by race/ethnicity please note that with the 2016 AP Exam administration the collection and reporting of race/ethnicity information was updated to reflect U.S. Department of Education guidelines. Schools and districts are strongly encouraged to use caution when making comparisons between 2015 and prior year data with 2016 and forward race/ethnicity subgroup data due to these changes.





# AP<sup>®</sup> School Summary with Comparable Groups (2018)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✓ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

## Technology High School (053848)

	Score	Eng Lang Comp	Eng Lit Comp	Math Calc	US Gov/Pol	US Hist	World Hist	Comp Sci	Stat	Biol	Chem	Phys Long	Total Exams*
School (053848)	5	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0	0	0
	Total Number of Exams	0	0	0	0	0	0	0	0	0	0	0	0
	Mean Score	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Standard Deviation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Schools	1	1	1	1	1	1	1	1	1	1	1	1	
California	5	4,076	3,803	4,587	5,940	5,074	3,420	10,007	5,214	3,734	3,836	12,487	101,581
	4	15,014	8,387	4,521	4,348	13,887	7,897	4,236	4,810	8,494	4,714	20,846	100,419
	3	24,096	19,850	3,294	12,096	14,864	10,322	6,875	7,780	12,111	5,412	17,704	194,819
	2	26,228	23,879	3,383	13,680	16,378	11,603	5,091	6,921	11,278	4,818	4,390	183,483
	1	13,488	14,522	3,134	14,178	22,088	7,980	7,281	3,888	4,827	4,217	460	140,260
	Total Number of Exams	60,812	42,742	19,817	52,882	76,724	56,807	30,740	30,703	40,893	32,587	35,801	603,469
	Mean Score	3.76	3.54	3.88	3.58	3.62	3.71	3.80	3.83	3.86	3.88	3.77	3.81
	Standard Deviation	1.10	1.11	1.84	1.11	1.10	1.24	1.24	1.82	1.34	1.25	0.94	1.32
Total Schools	1,681	1,548	633	1,278	1,740	843	1,204	1,380	1,284	904	1,224	2,401	
United States	5	60,846	33,319	14,245	43,486	52,740	28,027	10,008	20,836	17,824	18,273	42,802	479,806
	4	167,764	97,671	30,344	48,374	60,949	40,447	21,871	40,893	74,014	24,104	44,993	564,763
	3	165,892	148,744	23,739	84,454	114,734	81,441	24,490	33,734	61,134	36,134	34,704	1,240,157
	2	188,814	143,214	23,432	75,050	114,210	80,014	18,412	24,511	33,414	34,414	24,244	1,144,740
	1	70,246	67,214	20,244	74,411	100,000	47,211	4,412	11,244	24,244	21,712	3,022	304,704
	Total Number of Exams	575,352	378,561	105,715	227,217	344,083	244,084	125,715	114,412	153,414	151,802	147,447	4,621,862
	Mean Score	3.02	2.94	3.89	3.79	3.68	3.74	3.91	3.85	3.84	3.75	3.64	3.67
	Standard Deviation	1.14	1.10	1.86	1.11	1.10	1.13	1.26	1.86	1.38	1.21	0.99	1.30



# AP<sup>®</sup> School Summary with Comparable Groups (2018)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Exam	Eng Lang Comp	Eng US Comp	Math Econ	US Gov Pol	US Hist	World Hist	US BC	Art	Chem	Open Lang	Total Exams*	
<b>United States</b>	<b>Total Exams</b>	12,851	15,388	6,791	8,502	12,999	7,952	7,942	8,021	15,710	6,880	8,736	26,458
	5	61,964	62,511	36,875	46,679	54,252	27,813	56,511	26,576	76,667	21,661	43,951	718,261
	4	102,525	59,991	51,187	45,448	53,844	37,329	26,887	47,219	56,389	26,570	45,644	1,024,696
	3	108,894	119,325	23,449	26,577	112,669	86,294	26,875	55,761	65,211	45,489	56,901	1,079,733
	2	110,842	146,118	34,873	76,855	114,846	67,624	26,795	35,591	75,849	36,194	39,213	1,183,228
	1	76,183	67,814	26,852	78,261	123,707	47,333	7,844	52,588	26,576	15,251	3,887	506,917
	<b>Total Number of Exams</b>	522,528	496,475	147,146	377,862	568,345	307,889	139,822	230,711	262,874	142,389	189,241	3,128,642
	<b>Mean Score</b>	2.21	2.29	2.94	2.79	2.64	2.79	2.74	2.87	2.87	2.79	2.67	2.89
	<b>Standard Deviation</b>	0.79	0.79	0.67	0.71	0.70	0.79	0.79	0.80	0.79	0.86	0.86	0.79
	<b>Total Schools</b>	13,529	14,839	5,446	6,894	13,471	7,452	7,368	8,239	11,681	6,864	8,299	23,468

\* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	+9th Grade
Technology High School	1	110			22	54	4		
California	2,401	421,938	7,707	1,132	147,075	141,372	87,871	19,428	763
United States	26,458	3,751,675	54,236	811	940,090	965,756	552,453	210,275	8,124
Global	22,468	2,828,700	56,524	2,547	974,545	1,019,322	562,946	211,537	8,279

The data in this report differs from other College Board reports, such as The AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (unless based) and includes public school data only.

## AP<sup>®</sup> Five-Year School Score Summary (2018)

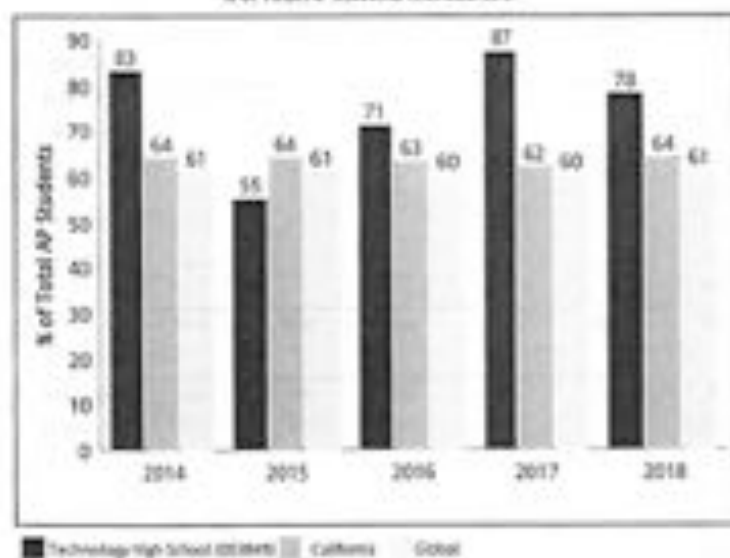
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This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year, total exams, total exams by score and mean score.

• Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Technology High School (053848)

% of Total AP Students with Scores 3+



	2014	2015	2016	2017	2018
<b>Technology High School (053848)</b>					
Total AP Students	23	67	198	113	116
Number of Exams	30	91	213	234	235
AP Students with Scores 3+	19	37	27	67	86
% of Total AP Students with Scores 3+	83	55.2	71.3	60.1	74.2
<b>California</b>					
Total AP Students	294,257	372,582	396,254	415,756	434,268
Number of Exams	608,679	707,509	769,382	791,298	803,689
AP Students with Scores 3+	107,864	137,263	207,845	259,643	279,808
% of Total AP Students with Scores 3+	60.5	63.6	62.5	62.3	63.7
<b>Global</b>					
Total AP Students	2,262,026	2,697,344	3,025,319	2,762,293	2,629,700
Number of Exams	4,199,694	4,574,049	4,741,966	5,006,273	5,134,642
AP Students with Scores 3+	1,462,136	1,575,264	1,583,115	1,661,079	1,725,837
% of Total AP Students with Scores 3+	64.3	60.7	62.3	60.1	65.3

\*Scores<sup>™</sup> on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as The AP Cohort Data Report, which tracks exams taken by seniors throughout their time in high school (school-based) and include public school data only.



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Technology High School (053649)

	Technology High School (053649)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Biology</b>															
5				2		2,403	2,433	2,671	2,646	3,336	14,703	14,355	15,728	16,471	16,607
4	3		1	3	9	7,581	7,749	7,624	7,764	8,466	47,989	48,798	50,141	53,712	54,209
3		1	2	4	3	12,035	12,266	11,756	13,694	12,111	75,212	80,794	80,218	83,864	85,532
2						9,987	10,413	11,213	11,875	11,278	58,024	61,791	68,659	70,272	71,849
1				1		3,427	3,509	4,796	4,169	4,629	18,770	18,264	24,143	21,672	24,579
<b>Total Exams</b>	3	1	3	10	4	25,535	26,330	30,170	30,768	40,050	204,204	219,308	238,809	256,931	263,836
<b>Mean Score</b>	4.00	3.00	3.33	3.50	3.25	3.88	3.87	3.80	3.82	3.84	3.91	3.81	3.85	3.89	3.87
<b>Calculus AB</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	1					13,313	11,897	14,014	11,388	11,203	71,311	68,471	76,875	75,090	80,057
4	1					8,278	8,437	8,767	9,289	8,631	48,884	51,769	53,696	57,084	53,514
3	1					8,440	8,187	8,621	10,527	9,971	52,076	56,482	52,743	66,211	65,125
2				1		5,047	5,251	4,759	11,887	10,574	31,360	31,371	30,309	69,884	64,357
1					1	15,124	16,177	17,326	13,074	10,633	69,775	68,285	65,103	64,090	62,220
<b>Total Exams</b>	3			1	1	50,184	50,043	53,489	55,979	50,043	294,706	304,378	309,526	317,620	310,275
<b>Mean Score</b>	4.00			1.00		3.90	3.80	3.85	3.89	3.89	3.94	3.86	3.86	3.93	3.94
<b>Calculus BC</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	3		4	1		10,943	8,881	10,695	10,526	10,207	54,300	54,148	60,907	56,708	56,321
4	2	2	4	3	4	2,558	3,176	3,719	3,879	4,296	18,525	18,051	19,248	24,096	24,087
3	3	4	2	10	14	2,849	3,344	3,371	4,068	4,375	18,200	21,442	21,481	26,441	25,975
2	2	2	1	6	9	897	1,014	1,114	3,045	3,091	5,264	6,505	7,387	18,726	20,290
1	3	4	1	7	6	2,596	2,683	2,430	1,218	1,283	15,200	17,725	16,461	7,096	7,844
<b>Total Exams</b>	13	12	15	21	33	19,133	18,615	20,330	22,834	23,162	112,289	119,471	125,364	130,059	130,422
<b>Mean Score</b>	3.00	3.33	3.73	2.87	2.66	3.91	3.79	3.87	3.84	3.82	3.81	3.72	3.82	3.79	3.79

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Technology High School (053848)

	Technology High School (053848)					California					Global				
<b>Calculus BC: AB Subscore</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	6	2	6	6	3	10,076	11,371	11,046	11,580	11,056	61,853	66,042	64,077	61,513	68,101
4	2	3	6	5	7	2,953	3,004	4,224	4,769	4,462	18,826	19,481	26,201	21,961	28,224
3	2	4	1	9	11	2,323	2,433	2,569	2,981	3,314	14,440	15,234	14,379	18,754	22,240
2		1		2	7	1,108	1,042	933	2,193	2,195	7,949	6,305	5,754	13,291	13,763
1	3	2	2	1	5	1,702	1,749	2,145	1,290	1,234	10,121	11,394	13,875	6,511	7,462
<b>Total Exams</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>21</b>	<b>33</b>	<b>18,162</b>	<b>19,610</b>	<b>20,934</b>	<b>22,813</b>	<b>23,161</b>	<b>112,280</b>	<b>118,406</b>	<b>125,296</b>	<b>133,050</b>	<b>150,821</b>
<b>Mean Score</b>	<b>3.62</b>	<b>3.17</b>	<b>3.20</b>	<b>3.37</b>	<b>3.88</b>	<b>4.07</b>	<b>4.08</b>	<b>4.01</b>	<b>4.02</b>	<b>4.02</b>	<b>4.03</b>	<b>4.04</b>	<b>3.98</b>	<b>4.00</b>	<b>3.97</b>
<b>Chemistry</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						2,223	2,120	2,419	2,696	3,606	15,047	14,178	16,200	16,880	21,661
4					1	3,469	3,685	3,429	3,968	4,214	25,155	24,703	23,394	25,825	28,571
3				1	2	5,197	5,819	5,682	5,722	5,412	38,533	43,084	42,102	41,742	40,409
2					1	5,298	5,190	5,057	5,090	4,814	38,309	34,010	36,047	41,773	38,194
1						4,515	4,998	5,058	5,122	4,517	31,846	33,217	33,371	34,094	33,553
<b>Total Exams</b>				<b>1</b>	<b>4</b>	<b>20,802</b>	<b>21,725</b>	<b>21,646</b>	<b>22,668</b>	<b>23,207</b>	<b>149,590</b>	<b>153,275</b>	<b>151,917</b>	<b>158,674</b>	<b>162,389</b>
<b>Mean Score</b>				<b>3.00</b>	<b>3.00</b>	<b>3.63</b>	<b>3.64</b>	<b>3.68</b>	<b>3.71</b>	<b>3.70</b>	<b>3.68</b>	<b>3.66</b>	<b>3.69</b>	<b>3.67</b>	<b>3.79</b>
<b>Chinese Language and Culture</b>															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1			2,750	2,801	2,071	3,680	3,755	7,605	8,041	8,261	9,470	9,526
4						324	377	767	399	638	1,424	1,962	2,146	1,641	1,777
3						389	438	511	504	531	1,356	1,477	1,908	1,703	1,907
2						40	90	37	94	81	324	384	340	448	540
1						30	87	68	98	108	329	524	508	648	778
<b>Total Exams</b>			<b>1</b>			<b>3,829</b>	<b>4,193</b>	<b>4,544</b>	<b>4,375</b>	<b>5,117</b>	<b>11,298</b>	<b>13,400</b>	<b>13,121</b>	<b>13,829</b>	<b>14,528</b>
<b>Mean Score</b>			<b>5.00</b>			<b>4.56</b>	<b>4.46</b>	<b>4.48</b>	<b>4.54</b>	<b>4.33</b>	<b>4.41</b>	<b>4.34</b>	<b>4.31</b>	<b>4.25</b>	<b>4.29</b>

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Technology High School (052880)

Technology High School (052880)					California					Global					
English Language and Composition															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			8	11	8	7,135	8,156	9,175	8,134	9,578	46,497	52,434	59,643	53,798	61,903
4			18	18	8	13,281	14,355	14,397	15,733	15,514	90,948	97,132	96,625	106,530	103,535
3			18	18	23	32,089	31,571	33,230	24,988	26,526	143,859	144,613	149,194	161,283	148,096
2			10	7	18	25,880	27,002	30,215	31,773	36,238	152,507	157,532	176,254	175,103	176,840
1					2	11,518	12,717	10,914	14,166	13,498	71,713	78,604	89,452	83,301	75,182
Total Exams			55	55	62	78,618	83,804	88,196	94,774	95,416	507,124	536,375	556,129	583,415	585,558
Mean Score			3.48	3.62	3.23	3.73	3.74	3.78	3.79	3.76	3.79	3.79	3.82	3.77	3.83

English Literature and Composition															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		4	2	3	3	5,004	5,233	4,898	4,191	3,833	30,337	30,440	30,724	27,824	23,971
4		4	18	15	18	10,378	10,734	10,348	9,235	8,367	70,800	73,125	71,406	65,350	59,201
3	5	8	11	15	6	17,254	17,700	17,180	17,284	18,890	118,289	122,651	119,608	126,711	110,325
2		11	12	4	3	21,815	23,674	20,385	23,980	23,978	121,372	131,534	135,863	127,878	146,138
1				2		6,754	6,493	7,079	8,436	10,333	47,745	45,004	48,942	34,969	47,314
Total Exams	5	28	33	39	22	60,405	63,834	62,810	63,194	63,761	398,791	402,754	407,358	404,332	406,479
Mean Score	3.00	3.36	3.46	3.29	3.59	3.77	3.79	3.73	3.68	3.68	3.76	3.78	3.75	3.69	3.58

Japanese Language and Culture															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			1			368	468	516	417	505	1,806	1,237	1,323	1,140	1,267
4						97	81	73	118	81	349	233	300	280	348
3						184	183	176	207	193	526	498	518	526	514
2						59	66	59	73	81	167	210	163	218	218
1						185	12	185	115	113	416	372	389	384	376
Total Exams			1			813	800	829	931	985	2,374	2,544	2,593	2,579	2,423
Mean Score			5.00			3.68	3.80	3.90	3.79	3.86	3.55	3.48	3.73	3.67	3.61

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Technology High School (053848)

	Technology High School (053848)					California					Global				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Macroeconomics</b>															
5				2	1	1,613	2,527	2,957	3,854	3,587	18,908	19,290	23,094	24,709	28,575
4			1		7	3,877	3,958	4,381	4,279	4,325	27,360	28,223	31,778	33,120	33,787
3			1		9	3,339	3,140	3,109	3,289	3,289	21,758	21,885	21,841	24,004	23,849
2					10	1,889	3,294	3,209	3,185	3,380	20,487	21,379	22,953	22,383	24,673
1				1	14	1,054	4,713	5,839	5,234	5,118	29,026	36,195	35,182	37,827	36,452
Total Exams			2	3	37	11,584	17,584	19,025	19,741	19,210	117,582	127,872	126,400	143,163	147,146
Mean Score			3.50	3.67	3.20	3.84	3.79	3.84	3.83	3.80	3.89	3.79	3.90	3.89	3.86
<b>Physics 1</b>															
5							1,189	1,086	1,404	1,477		8,479	7,789	9,261	9,807
4		1					3,079	3,013	3,325	3,333		23,632	23,881	27,710	26,303
3		1					4,480	4,431	4,291	3,948		35,691	36,633	34,757	33,324
2							4,084	5,928	5,608	5,400		51,229	51,314	49,797	49,693
1							5,891	5,763	5,490	4,004		33,237	51,294	49,899	53,888
Total Exams		2					20,831	20,210	20,418	20,265		171,238	178,211	171,464	171,947
Mean Score		3.50					2.40	3.29	3.00	3.46		3.33	3.33	3.40	3.37
<b>Psychology</b>															
5						1,849	7,192	7,267	7,715	8,188	48,766	56,123	56,178	57,874	68,486
4		1				8,300	9,288	9,798	9,756	10,871	49,307	33,906	26,793	26,340	82,385
3						5,991	6,694	7,010	7,539	7,277	31,363	55,148	56,216	68,631	56,205
2						4,306	6,447	5,007	5,423	3,729	38,206	34,423	41,698	44,374	45,432
1						4,933	7,879	8,821	8,697	8,578	54,608	57,657	63,881	64,407	62,003
Total Exams		1				31,383	35,509	37,303	38,144	41,241	206,470	278,360	294,710	303,626	313,811
Mean Score		4.00				3.08	3.76	3.64	3.68	3.75	3.09	3.12	3.07	3.06	3.14



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Technology High School (053848)

Technology High School (053848)					California					Global					
Spanish Language and Culture *															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5					2	10,283	12,718	11,954	6,721	12,447	34,303	41,290	45,307	34,481	43,000
4				2	5	16,190	17,940	19,140	20,190	24,840	48,729	52,023	57,019	47,841	61,668
3					1	12,797	12,350	13,036	16,776	17,708	42,268	41,834	46,832	47,308	54,901
2				1	1	3,054	3,346	3,701	4,981	4,995	13,306	12,548	15,764	18,677	20,322
1						246	221	273	494	445	2,362	2,875	2,528	3,718	3,967
<b>Total Exams</b>				3	9	42,569	46,680	50,015	52,075	55,811	140,964	151,546	165,450	179,425	199,261
<b>Mean Score</b>				3.03	3.09	3.78	3.85	3.84	3.81	3.71	3.70	3.77	3.77	3.59	3.67

Statistics															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	6	1	1		1	3,959	4,180	4,884	4,311	5,214	24,303	26,390	29,674	29,455	33,339
4	1	0	1	2	3	5,385	5,456	6,689	4,828	6,810	26,673	27,489	48,946	36,572	47,229
3	3	3	3	7	4	6,604	7,093	7,473	7,327	7,780	45,137	46,493	54,457	50,628	55,765
2		5	4	2	5	5,125	5,528	4,812	6,639	4,951	32,794	36,576	32,193	40,716	35,281
1	1	1	1	4	1	6,752	7,657	8,600	10,968	8,008	41,746	48,433	48,876	55,494	51,309
<b>Total Exams</b>	11	10	10	16	14	28,826	29,925	32,213	33,373	33,763	186,823	196,769	207,766	216,821	223,739
<b>Mean Score</b>	4.00	3.00	2.70	2.38	2.86	3.62	3.77	3.81	3.62	3.63	3.86	3.89	3.89	3.72	3.87

United States Government and Politics															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			2			5,092	4,378	5,412	4,391	5,940	32,326	27,546	36,529	35,692	43,679
4			2	4	8	5,306	6,042	4,073	5,607	6,348	33,898	36,345	40,193	36,911	43,488
3			9	12	15	11,524	11,364	11,563	12,536	13,996	71,629	76,019	74,814	82,582	86,377
2			11	4	11	11,756	11,549	11,589	12,355	12,660	67,126	78,847	71,302	78,985	79,955
1			16	5	8	12,025	14,646	14,155	15,000	14,119	64,596	76,368	74,976	83,884	74,260
<b>Total Exams</b>			40	25	37	47,699	47,980	46,749	51,859	52,063	272,185	283,323	297,824	299,974	327,942
<b>Mean Score</b>			2.98	2.89	2.75	3.52	3.46	3.53	3.45	3.55	3.62	3.54	3.64	3.58	3.70

# AP<sup>®</sup> Five-Year School Score Summary (2018)

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Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (253848)

	Technology High School (253848)					California					Global				
United States History	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5			3	10	3	8,982	7,745	9,632	9,016	9,016	30,176	44,897	59,829	54,969	54,252
4		3	8	31	6	16,025	13,288	13,235	13,737	13,857	59,327	85,894	86,709	90,214	92,846
3		7	16	37	4	14,205	16,385	16,241	16,384	16,804	88,548	102,701	111,449	113,695	115,833
2		14	13	6	7	19,389	17,313	17,307	17,768	16,979	120,143	118,840	114,930	119,589	114,844
1		10	11	3	1	13,701	11,834	20,813	22,314	22,898	34,384	115,077	120,305	130,504	129,707
<b>Total Exams</b>		34	51	87	22	72,806	72,767	76,548	79,219	79,714	464,579	476,526	494,512	509,971	508,349
<b>Mean Score</b>		1.00	2.39	3.40	3.05	3.83	3.66	3.69	3.67	3.63	2.76	2.84	2.79	2.83	2.85
World History	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						1,955	2,240	2,673	3,212	3,420	16,420	17,460	18,994	25,942	27,613
4					1	4,877	4,852	5,523	7,211	7,447	39,499	37,745	44,534	59,848	61,225
3	1					9,955	10,229	10,239	9,420	10,252	78,540	83,681	84,819	80,167	84,254
2						8,991	10,018	11,396	11,850	11,623	68,430	79,690	82,106	88,957	87,426
1						5,624	6,242	8,497	7,796	7,085	43,733	47,968	56,523	46,241	47,222
<b>Total Exams</b>	1				1	31,362	33,582	38,238	39,949	39,927	346,922	365,374	386,141	396,755	397,899
<b>Mean Score</b>	3.00				4.00	3.44	3.90	3.53	3.67	3.71	2.96	2.93	2.81	2.77	2.78

\* In 2015-16, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

# AP<sup>®</sup> School Summary by Student Demographics (2018)

This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng Lang Comp	Eng Lit Comp	World Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams	% of Total Exams
5	1	3	1		3			1			2	19	8.1
4	8	10	7	8	6	1	4	3	1	1	5	34	23.0
3	20	6	5	15	4		14	4	3	2	1	77	52.8
2	19	3	10	11	7		9	3		1	1	57	44.0
1	2		14	3	2		6	1				28	11.9
Total	50	22	37	37	22	1	33	14	4	4	9	205	100.0

## School Totals by Education Level

	Score	Eng Lang Comp	Eng Lit Comp	World Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
K-9th Grade	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Score		Eng. Lang. Comp.	Eng. Lit. Comp.	Math Exam	US Gov. Pol.	US Hist.	World Hist.	Calc. BC	Stat.	Biol.	Chem.	Scor. Lang.	Total Exams
< 9th Grade	Mean Score												
	Standard Deviation												
9th Grade	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												
10th Grade	5											1	1
	4						1					1	2
	3							1					1
	2												
	1												
	Total Number of Exams						1	1				2	4
	Mean Score						4.00	3.00				4.50	4.00
	Standard Deviation						0.00	0.00				0.71	0.82
11th Grade	5	3				3							12
	4	0				6							16

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✓ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

	Score	Eng Long Comp	Eng Lit Comp	Macr Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
11th Grade	3	23				4		4		1		1	33
	2	10				7		3					20
	1	2				2		1					5
	Total Number of Exams	35				13		8		1		1	59
	Mean Score	3.13				3.00		2.88		3.00		3.00	3.10
	Standard Deviation	1.08				1.25		0.74		0.00		0.00	1.10
12th Grade	5	3	1						1			1	6
	4	10	7	8				4	3	1	1	4	38
	3	6	5	15				9	4	2	2		48
	2	3	10	11				6	2		1	1	37
	1		14	2				2	1				23
	Total Number of Exams	22	37	37				24	14	3	4	6	147
	Mean Score	3.59	3.23	2.76				3.50	2.86	3.25	3.00	3.00	2.76
Standard Deviation	0.91	1.23	0.85				1.00	1.10	0.58	0.80	0.00	1.12	
No longer in high school	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												

# AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

~ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng LR Comp	Math Score	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Sci	Chem	Spain Lang	Total Exams
No longer in high school	Mean Score												
	Standard Deviation												
Unknown	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Education Level	Total Students	Unknown	No longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
< 9th Grade								
9th Grade								
10th Grade	4					4		

## AP<sup>®</sup> School Summary by Student Demographics (2018)

This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Education Level	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
11th Grade	54				54			
12th Grade	52			52				
No longer in high school								
Unknown								

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

If viewing this report by race/ethnicity please note that with the 2016 AP Exam administration the collection and reporting of race/ethnicity information was updated to reflect U.S. Department of Education guidelines. Schools and districts are strongly encouraged to use caution when making comparisons between 2015 and prior year data with 2016 and forward race/ethnicity subgroup data due to these changes.

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng. Lang. Comp.	Eng. Lit. Comp.	Math Exam	US Gov. Pol.	US Hist.	World Hist.	Calc. BC	Stat.	Sci.	Chem.	Span. Lang.	Total Exams	% of Total Exams
5	0	2	1		2			1			2	10	9.1
4	0	10	7	0	6	1	4	3	1	1	5	54	23.0
3	23	4	5	15	4		14	4	3	2	1	77	33.8
2	14	3	10	11	7		9	5		1	1	57	24.3
1	2		14	5	2		6	1				28	11.9
Total	52	22	37	37	22	1	33	14	4	4	9	235	100.0

## School Totals by Gender

	Score	Eng. Lang. Comp.	Eng. Lit. Comp.	Math Exam	US Gov. Pol.	US Hist.	World Hist.	Calc. BC	Stat.	Sci.	Chem.	Span. Lang.	Total Exams
Male	5	0	1	1		1			1			1	10
	4	0	6	4	0	2	1	4	3	1	1	2	33
	3	10	2	4	12	3		9	3	1	2	1	47
	2	4		8	6	1		5	4		1	1	30
	1	2		9	2	1		3					17
	Total Number of Exams	26	9	26	26	8	1	21	11	2	4	5	137



## AP<sup>®</sup> School Summary by Student Demographics (2018)

This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

• Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Score		Eng Lang Comp	Eng LR Comp	Worl Lang	US Gov Pol	US Hist	Worl Hist	Calc BC	Stat	Bus	Chem	Comp Lang	Total Exams
Male	Mean Score	3.27	3.89	2.29	2.89	3.13	4.00	2.67	3.09	3.50	3.00	3.60	2.92
	Standard Deviation	1.23	0.99	1.21	0.88	1.25	0.90	0.97	1.04	0.71	0.82	1.33	1.12
Female	5	4	3			3						1	9
	4	5	4	3	2	4						3	21
	3	13	4	1	3	1		3	1	2			30
	2	6	3	3	5	6		4	1				27
	1			5	1	1		3	1				15
	Total Number of Exams	28	13	11	11	14		12	3	2		4	90
	Mean Score	3.29	3.38	2.18	2.95	3.00		2.17	2.00	3.00		4.25	2.90
	Standard Deviation	0.97	1.04	1.33	0.90	1.30		0.80	1.00	0.90		0.94	1.14
Unknown	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each

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▾ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

school summary report as a reference.

## Students by Education Level

Gender	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Male	61			32	26	3		
Female	49			20	28	1		
Unknown								

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

Technology High School (053849) Total Students: 110; Total Schools: 1

## School Totals by Score

Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Sci	Chem	Span Lang	Total Exams	% of Total Exams
5	9	3	1		3			1			2	19	8.1
4	8	10	7	8	6	1	4	3	1	1	5	54	23.8
3	23	6	5	15	4		14	4	3	2	1	77	32.8
2	19	3	19	11	7		9	5		1	1	57	24.3
1	1		14	3	2		6	1				28	11.8
Total	32	22	37	37	22	1	33	14	4	4	9	120	100.0

## School Totals by Race/Ethnicity

	Score	Eng Lang Comp	Eng Lit Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Sci	Chem	Span Lang	Total Exams
American Indian or Alaska Native	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

	Score	Eng Long Comp	Eng IR Comp	Math Exam	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Span Lang	Total Exams
American Indian or Alaska Native	Mean Score												
	Standard Deviation												
Asian (including Indian subcontinent and Philippines origin)	5	2											2
	4		2	1	1	3				1			8
	3	2	1	1	1			3		1			8
	2	2		1	2	1		1		1			8
	1			2		1		2					5
	Total Number of Exams	4	3	5	4	5		6		1	2		32
	Mean Score	2.22	2.67	2.20	2.75	3.00		2.17		6.00	2.50		2.81
	Standard Deviation	1.27	0.98	1.20	0.98	1.41		0.98		0.00	0.71		1.18
Black or African American	5												
	4												
	3									1			1
	2												
	1							1					1
	Total Number of Exams							1		1			2
	Mean Score							1.00		3.00			2.00
	Standard Deviation							0.00		0.00			1.41
Hispanic or Latino (including Spanish origin)	5	1											1
	4	2	2	1	2				1			2	10

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Math Econ	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Biol	Chem	Spanish Lang	Total Exams
Hispanic or Latino (Including Spanish origin)	3	4		2	3	3		3	2				17
	2	1	2	1	3	3		2					12
	1	1		0	2								6
	Total Number of Exams	9	4	9	10	6		5	3			2	45
	Mean Score	3.11	3.00	1.89	2.50	2.50		2.80	3.33			6.00	2.67
	Standard Deviation	1.17	1.15	1.17	1.06	0.55		0.55	0.58			0.00	1.06
Native Hawaiian or Other Pacific Islander	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
Standard Deviation													
White (Including Middle Eastern origin)	5	6	3	1		3			1			2	16
	4	6	6	5	4	2	1	3	1		1	3	32
	3	16	4	1	9	1		8	1	2	1	1	46
	2	7	1	6	4	3		5	4			1	30
	1	1		6	1	1		3					12
	Total Number of Exams	36	14	18	18	10	1	19	7	2	2	7	134

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng Lang Comp	Eng Lit Comp	Mac Scien	US Gov Pol	US Hist	World Hist	Calc BC	Stat	Phys	Chem	Scien Lang	Total Exams
White (excluding Middle Eastern origin)	Mean Score	3.25	3.75	2.41	2.89	3.30	4.00	2.58	2.86	3.00	3.50	3.86	3.07
	Standard Deviation	1.05	0.95	1.38	0.83	1.48	0.00	0.96	1.21	0.99	0.71	1.07	1.14
Other	5												
	4												
	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												
Two or more races, non-Hispanic	5												
	4				1	1		1	1				4
	3	1	1	1	2				1				4
	2			3	2			1	1				7
	1			1					1				2
	Total Number of Exams	1	1	5	5	1		2	4				19
	Mean Score	3.00	3.00	2.00	2.00	4.00		3.00	2.50				2.63
	Standard Deviation	0.00	0.00	0.71	0.88	0.00		1.41	1.29				0.96
No response	5												
	4												

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▼ Data Updated Aug 2, 2018, Report Run Sep 4, 2018

	Score	Eng. Lang. Comp.	Eng. Lit. Comp.	World Econ.	US Gov. Pol.	US Hist.	World Hist.	Comp. Sci.	Stat.	Bus.	Chem.	Spain Lang.	Total Exams
No response	3												
	2												
	1												
	Total Number of Exams												
	Mean Score												
	Standard Deviation												

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

## Students by Education Level

Race/Ethnicity	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
American Indian or Alaska Native								
Asian (Including Indian subcontinent and Philippines origin)	13			6	6	1		
Black or African American	1			1				
Hispanic or Latina (Including Spanish origin)	21			11	9	1		
Native Hawaiian or Other Pacific Islander								
White (Including Middle Eastern origin)	68			28	38	2		
Other								

## AP<sup>®</sup> School Summary by Student Demographics (2018)

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This report includes summaries of AP scores at your school by education level, race/ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

▼ Data Updated Aug 2, 2018. Report Run Sep 4, 2018

Race/Ethnicity	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Two or more races, non-Hispanic	7			6	1			
No response								

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