

Technology High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Technology High School
Street	1801 E. Cotati Ave.
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 792-4825
Principal	Dawn Mawhinney
E-mail Address	dawn_mawhinney@crpusd.org
Web Site	http://crpusd.org/Domain/16
CDS Code	49-73882-4930384

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Robert A. Haley
E-mail Address	robert_haley@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2017-18)

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

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

Graduates are prepared to enter post secondary education and the work force as independent, critical thinkers, and decision-makers who recognize that learning is a lifelong process. To accomplish school goals and to support students in reaching learning outcomes, the staff develops, refines, and implements the following: 1) Project-based learning environment, 2) Integrated curriculum, 3) Integration of technology, 4) Maintenance of a small school culture, and 5) Empowerment of students to manage their own learning. The overall goal of the school is to prepare students to enter post secondary education and the workforce as independent, critical thinkers, and decision-makers who recognize that learning is a life-long process.

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

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	91
Grade 10	93
Grade 11	82
Grade 12	82
Total Enrollment	348

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	8.3
Filipino	1.7
Hispanic or Latino	16.7
Native Hawaiian or Pacific Islander	0.9
White	64.4
Two or More Races	4.3
Socioeconomically Disadvantaged	10.6
English Learners	1.4
Students with Disabilities	4.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	15	14	313
Without Full Credential	1	0	1	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 1, 2014

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc.	Yes	0%
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Tech High is located on the first floor of Ruben Salazar Hall on the campus of Sonoma State University, in the center of the SSU campus. Opened in 2002 – 2003, the Tech High facility, formerly the University library, is made possible through a lease agreement between the Cotati Rohnert Park Unified School District and SSU. The school facility consists of four science/engineering labs, a project room/engineering shop and 8 regular classroom teaching stations. Also included in the 15,000+ square foot space are student restrooms, a staff room, a science prep room, a computer lab (16 computer stations) as well as an administrative/reception office suite. Onsite university personnel provide all maintenance and custodial services. Sonoma State University maintains the facility of Technology High School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: n/a				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: n/a				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	92	98	43	45	48	48
Mathematics (grades 3-8 and 11)	85	86	29	31	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	80	97.56	97.5
Male	49	48	97.96	95.83
Female	33	32	96.97	100
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	16	100	100
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	44	95.65	95.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	100
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	81	100	86.42
Male	48	48	100	89.58
Female	33	33	100	81.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	16	100	68.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100	88.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	91.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	88	100	53	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

All students enrolled in Technology High School, approximately 340 students, are required to take the Engineering Sequence of courses (Engineering 1, 2, 3) and a series of integrated science classes (1,2,3 and 4) every year in order to receive a diploma from Technology High School. This series of courses increases the number of students who enter college and the work force with a commitment to study and seed a career in advanced math, science and technology. The students use computers, engineering and design software, engineering equipment, materials and technology such as CAD software with CNC milling machines to attain the course outcomes.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	313
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	78.57

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.4	33.3	28.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents of Technology High School students are encouraged to get involved with the school and school activities. They are invited to participate in our Parent Teacher Student Association (PTSA), the Athletic Booster Association, and the School Site Council. In addition, parents are also encouraged to volunteer their time and talent by serving as project mentors, assisting with the WASC accreditation process, serve on the Site Council, Handbook Committee, serving as chaperones for school activities, giving presentations in classrooms, providing job shadow and internship experiences for students, donating supplies and equipment, judging projects, serving as the graduation committee, and providing refreshments during project exhibition nights. We invite parents to a variety of informational nights sponsored by the counseling department, in addition to Back to School Night, to keep them informed of what students are expected to prepare for college and career. Parents also have access to their student information through the parent portal on Quick Schools Student Information System.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.3	3.6	1.4	14.9	8.1	6.8	11.5	10.7	9.7
Graduation Rate	96.72	96.43	98.59	80.64	86.6	91.84	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	88.45	87.11
Black or African American	100	83.33	79.19
American Indian or Alaska Native	100	71.43	80.17
Asian	100	92	94.42
Filipino	100	81.82	93.76
Hispanic or Latino	100	90.85	84.58
Native Hawaiian/Pacific Islander	0	80	86.57
White	100	88.89	90.99
Two or More Races	100	83.33	90.59
Socioeconomically Disadvantaged	100	86.47	85.45
English Learners	100	46.15	55.44
Students with Disabilities	0	92.31	63.9
Foster Youth	0	100	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.6	2.3	5.5	5.2	5.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Technology High School Safety Plan was originally developed in the 2002-03 school year and is updated annually. It is approved by the School Site Council every year. The School Site Council consists of the principal, secretary, teachers, parents, and students. The 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. The most recent School Safety Plan was approved by the School Site Council on October 3, 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	2	5	4	28	2	6	4	29	2	4	6
Mathematics	26	4	6	2	22	5	8	1	25	4	8	1
Science	28	1	6	3	29	1	7	2	28	1	7	2
Social Science	27	4		4	24	4	4	2	27	2	6	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	313
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	as needed	N/A
Social Worker	0	N/A
Nurse	as needed	N/A
Speech/Language/Hearing Specialist	as needed	N/A
Resource Specialist	0.2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,173	\$40	\$5,133	\$58,065
District	N/A	N/A	\$5,766	\$59,289
Percent Difference: School Site and District	N/A	N/A	-11.6	-2.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-10.1	-20.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Supplemental curriculum, tutors, equipment and materials are acquired with the assistance of discretionary grants, SIP/SLBG funding.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,968	\$46,511
Mid-Range Teacher Salary	\$59,796	\$73,293
Highest Teacher Salary	\$78,137	\$92,082
Average Principal Salary (Elementary)	\$103,121	\$113,263
Average Principal Salary (Middle)	\$104,433	\$120,172
Average Principal Salary (High)	\$113,244	\$131,203
Superintendent Salary	\$183,750	\$213,732
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	34.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored training's offered through release time and on regularly scheduled professional development dates. The district has transitioned to the Common Core State Standards and is now also focused on Next Generation Science Standards (NGSS), math articulation, and effective use of technology to support student learning, so many of these professional development days support this transition. Teachers meet in grade level and subject committees each month in Professional Learning Communities to focus on these goals. At the secondary level, a similar structure is in place for professional development in English language arts and mathematics and department teams taking leadership for implementing training in other content areas. The district also hosts monthly "think tank" meetings for general and special education teachers for training and coordination of the district's response to instruction and intervention and learning center programs. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. Data coaching meetings are held for interested 1st through 12th grade teachers following each benchmark assessment. One of our district motto's is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.