# Technology Middle 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 Middle School |
| **Street** | 7165 Burton Avenue |
| **City, State, Zip** | Rohnert Park, CA 94928 |
| **Phone Number** | 707-792-4800 |
| **Principal** | Sara McKenna-McKee |
| **E-mail Address** | sara_mckennamckee@crpusd.org |
| **Web Site** | http://www.crpusd.org/tms |
| **CDS Code** | 0128348 |

| 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)

VISION
Preparing students to become active and meaningful participants in their education and community.
MISSION
Pursuing relevant and engaging academics through Project Based Learning and Technology while pursuing social literacy through a supportive school community that includes staff and parents.

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

| Grade Level | Number of Students |
|---|---|
| Grade 6 | 116 |
| Grade 7 | 179 |
| Grade 8 | 137 |
| Total Enrollment | 432 |

## Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.5 |
| American Indian or Alaska Native | 0.7 |
| Asian | 3.5 |
| Filipino | 0.7 |
| Hispanic or Latino | 54.4 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 32.6 |
| Two or More Races | 3.9 |
| Socioeconomically Disadvantaged | 61.6 |
| English Learners | 18.1 |
| Students with Disabilities | 15.5 |
| Foster Youth | 0.5 |

# 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** | | 28 | 21 | 313 |
| **Without Full Credential** | | 0 | 2 | 22 |
| **Teaching Outside Subject Area of Competence (with full credential)** | | 0 | 3 | 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, 2013

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 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **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 | |
| **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)**

**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: August 2017 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---|---|---|---|
| Year and month of the most recent FIT report: August 2017 | | | | |
| **System Inspected** | Repair Status | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | Working with Fire Inspector to delete duct detectors. |
| **Structural:** Structural Damage, Roofs | X | | | Repairs to the kitchen roof are scheduled to be completed in summer 2018. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: August 2017 | | | | |
|---|---|---|---|---|
| | **Exemplary** | **Good** | **Fair** | **Poor** |
| **Overall Rating** | | X | | |

# 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) | 33 | 30 | 43 | 45 | 48 | 48 |
| **Mathematics** (grades 3-8 and 11) | 19 | 19 | 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 | 441 | 429 | 97.28 | 29.84 |
| Male | 237 | 230 | 97.05 | 30 |
| Female | 204 | 199 | 97.55 | 29.65 |
| Black or African American | 11 | 11 | 100 | 9.09 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 16 | 15 | 93.75 | 13.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 245 | 240 | 97.96 | 25.42 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 138 | 132 | 95.65 | 41.67 |
| Two or More Races | 18 | 18 | 100 | 33.33 |
| Socioeconomically Disadvantaged | 275 | 265 | 96.36 | 23.4 |
| English Learners | 201 | 197 | 98.01 | 20.81 |
| Students with Disabilities | 66 | 63 | 95.45 | 7.94 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 | 441 | 427 | 96.83 | 19.2 |
| Male | 237 | 228 | 96.2 | 21.93 |
| Female | 204 | 199 | 97.55 | 16.08 |
| Black or African American | 11 | 11 | 100 | 9.09 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 16 | 15 | 93.75 | 26.67 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 245 | 241 | 98.37 | 14.94 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 138 | 129 | 93.48 | 26.36 |
| Two or More Races | 18 | 18 | 100 | 27.78 |
| Socioeconomically Disadvantaged | 275 | 266 | 96.73 | 14.66 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| English Learners | 201 | 198 | 98.51 | 12.63 |
| Students with Disabilities | 66 | 61 | 92.42 | 3.28 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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) | 58 | 48 | 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.

## 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 |
| 7 | 22.5 | 25.4 | 27.2 |

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 can become involved in Technology Middle School through several activities and parent meetings. Technology Middle School holds PTSA, ELAC and School Site Council meetings 4 times a year. Parents can volunteer their time before, during, and after school. In that TMS is a Project Based Learning school parents or family members are welcome to visit the school or volunteer their time. Also, we look to our parents for their expertise if their line of work aligns with a Project Based Learning unit.  We look forward to working with family and community members.

### 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 | 18.8 | 12.7 | 14.3 | 5.5 | 5.2 | 5.5 | 3.8 | 3.7 | 3.6 |
| Expulsions | 1.2 | 1.1 | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2017-18)**

The Technology Middle School Safety Plan was originally developed in the 2013-2014 school year and is updated
annually. It is approved by the School Site Council every year. The School Site Council consists of the principal,
librarian, teachers, and parents. 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.  The most recent School Safety Plan was approved by the School Site
Council on February 21, 2017 and is due to be revised and renewed by February 2018.

## 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 | 24 | 2 | 10 | | 19 | 13 | 5 | 1 | 24 | 3 | 11 | |
| Mathematics | 28 | 1 | 10 | | 22 | 6 | 6 | 2 | 23 | 6 | 7 | |
| Science | 29 | | 11 | | 24 | 4 | 8 | 1 | 28 | 2 | 9 | |
| Social Science | 27 | 1 | 10 | | 21 | 8 | 4 | | 23 | 6 | 5 | |

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 | 450 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | | N/A |
| Nurse | as needed | N/A |
| Speech/Language/Hearing Specialist | .5 | N/A |
| Resource Specialist | | N/A |
| Other | | 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 | $7,083 | $768 | $6,315 | $56,822 |
| District | N/A | N/A | $5,766 | $59,289 |
| Percent Difference: School Site and District | N/A | N/A | 9.1 | -4.2 |
| State | N/A | N/A | $5,677 | $71,517 |
| Percent Difference: School Site and State | N/A | N/A | 10.6 | -22.9 |

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 grant, 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/.

**Professional Development (Most Recent Three Years)**

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The district has transitioned to the Common Core State Standards so these professional development days support this transition. One day each month targets English language arts and one day targets mathematics. 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. 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 mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.