

**Cotati-Rohnert Park USD**  
**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT Technology Middle School**

**0128348**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

12-7-2021

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## Section 1 School Mission Statement and Description

### **School Mission Statement:**

#### **Vision:**

The Technology Middle School staff is 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.

### **School Description:**

Technology Middle School provides a 21st century learning atmosphere while maintaining a strong belief in a child centered education. Students at Tech Middle learn through Project Based Learning activities that expose the students to real world problems, questions or challenges. Our students learn how to work collaboratively, use critical thinking and problem solving skills, as well as learning to self-manage. Tech Middle cultivates a strong school community where families and the larger community are welcome and are essential participants in the success of our school.

Technology Middle School is a comprehensive 6-8 middle school. In 2020-2021 our enrollment was 417 students. Our school demographics consist of 65.5% Socioeconomically Disadvantaged, 28.5% English Learners, and 1.4% of Foster Youth and 75 students with special education services.

### **COVID-19 Impact:**

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement
- Socioeconomically Disadvantaged

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school SPSA is aligned to the LCAP. Goal 1 and 5 of the LCAP are aligned to Goals 1 and 2 of the SPSA, Goal 2 of the LCAP is aligned to Goals 3 and 4 of the SPSA. Goal 4 of the LCAP is aligned to Goal 5 of the SPSA. Progress towards meeting LCAP goals is measured by the CA dashboard and local measures.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is working with the district to do an analysis of resource needs and inequities. During differentiated assistance work with SCOE we identified that are two greatest needs are to improve instructional practices and create stronger partnerships with our families. To address these needs, Technology Middle School is in need of additional resources.

### **Section 3 Educational Partners Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the 2020-21 SPSA Annual Review and Update**

Initial SPSA development year is 21-22

#### **Involvement Process for the 2021-22 SPSA and Update**

School Site Council has met monthly since November 2021 to evaluate the site plan. Input was gathered from ELAC on the plan prior to plan approval by SSC. School Site Leadership Team has also been included in discussions around site goals and plans of action. School staff members provided input and discussed the plan at faculty meetings.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2021-2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2021-2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2021-2022.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP ELA scores were not available for 2019-2021, therefore the 2018-2019 data is being analyzed.	Data from 2018 State of California Dashboard shows groups of students need: 24.86% of students met or exceeded standard for ELA.	We need to increase achievement in ELA through targeted academic intervention, targeted and explicit grade level goals including consistent progress monitoring and provide equitable access to appropriately leveled books and classroom libraries.
Local data from the easyCBM ELA assessment from Spring of 2021 was analyzed and disaggregated.	13% of 6th grade students are high risk 21% of 7th grade students are high risk 16% of 8th grade students are high risk	We need to increase achievement in reading comprehension and vocabulary.

<p>CAASPP Student English Language Acquisition Results were not available for 2019-2021, therefore the 2018-2019 data is being analyzed.</p>	<p>24.1% of English Learners decreased at least one ELPI levels. 28.7% of English Learners maintained ELPI levels 1-3H.</p>	<p>We need need to increase for EL students by implementing ELD standards across curricular areas.</p>

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

**Goal #1** Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by state points and/or attaining green/blue status on California Dashboard for CASSPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 24.86%	Goal 30%
English Learners (EL)	Actual 3.09%	Goal 10%
Students with Disabilities (SWD)	Actual 1.64%	Goal 10%
Other Student Groups Socioeconomically Disadvantaged	Actual 20.64%	Goal 26%



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will provide an after school and one day a week morning study center for students to utilize Paper tutoring program with support from certificated & classified employees.	Benchmark assessment results and progress will be monitored in ELA.	After school study center staffed utilizing certificated and classified pay.	Title I	7,290
	Hourly pay for ELA after school intervention.	Benchmark assessment results and progress will be monitored in ELA.	After school tutoring provided by a certificated teacher.	Title I C/O	3,800
	We will purchase literary and nonfiction books and reading materials to expand classroom libraries and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD.	Benchmark assessment results and progress will be monitored in ELA.	Purchase literary and nonfiction books and reading material.	Title I C/O	15,000
	We will purchase literary and nonfiction books and reading materials to expand our school library and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD.	Benchmark assessment results and progress will be monitored in ELA.	Purchase literary and nonfiction books and reading material.	Title I C/O	15,000
			Purchase supplemental social studies curriculum.	Title I C/O	7,000
	We will purchase and install bookshelves for our library.	We will purchase and install bookshelves for our library.	Purchase and install shelving in library.	Title I C/O	10,000
English Learners (EL)	TMS staff will collaborate in PLC meetings to identify	Benchmark assessment results and progress			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	specific needs of English Language Learners in order to maximize student learning.	will be monitored in ELA.			
	TMS staff will engage in professional development structured to introduce and implement the ELD standards across all curricular areas.	Benchmark assessment results and progress will be monitored in ELA.			
	We will purchase a copy of the California English Language Development Standards: Kindergarten Through Grade 12 for each teacher to utilize in planning their curriculum.	Benchmark assessment results and progress will be monitored in ELA.	Purchase California English Language Development Standards: Kindergarten Through Grade 12	Title I	32.00
			Purchase California English Language Development Standards: Kindergarten Through Grade 12	Title I C/O	1,018.
	We will purchase a supplemental materials that will support students in language acquisition, comprehension and writing.	Benchmark assessment results and progress will be monitored in ELA.	Purchase supplemental materials.	Title I C/O	15,000
			Purchase supplemental science text books.	Title I C/O	1,711.00
	We will purchase hands on materials and realia to support conceptual understanding of key concepts and academic vocabulary.	Benchmark assessment results and progress will be monitored in ELA.	Purchase materials and realia.	Title I	2,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	We will purchase literary and nonfiction books and reading materials to expand classroom libraries and students' access to appropriate literature in order to increase student achievement levels in ELA and ELD.	Benchmark assessment results and progress will be monitored in ELA.	Purchase high interest, easy readability literary and nonfiction books and reading material.	Title I C/O	3,000
Other Student Groups Socioeconomically Disadvantaged	Implementation of easyCBM progress monitoring for students scoring in the high risk range. After school intervention will be offered to students who need the instruction and intervention to increase levels of achievement.	Benchmark and Progress Monitoring assessment results and progress will be monitored in ELA.			

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2021-2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2021-2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2021-2022.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP Math scores were not available for 2019-2021, therefore the 2018-2019 data is being analyzed.	Data from 2018 State of California Dashboard shows groups of students need: 13.52% of students met or exceeded standard for math.	We need to increase achievement in Math through targeted academic intervention, targeted and explicit grade level goals including consistent progress monitoring and provide equitable access to math manipulatives.
Local data from the easyCBM MATH assessment from Spring of 2021 was analyzed and disaggregated.	27% of 6th grade students are high risk 26% of 7th grade students are high risk 32% of 8th grade students are high risk	We need to increase achievement in Math through targeted academic intervention, targeted and explicit grade level goals including consistent progress monitoring and provide equitable access to math manipulatives.



**Subject: Math**

**LEA/LCAP:**

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

**Goal #2** Increase student achievement levels in Math by raising percentage of students meeting or exceeding standard by state points and/or attaining green/blue status on California Dashboard for CASSPP results.

All students in significant subgroups : ELL, Foster Youth, Low Socioeconomic students and students with disabilities will increase their proficiency by at least 5 points and/or meet or exceed green/blue status school wide.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 13.52%	Goal 20%
English Learners (EL)	Actual 2.06%	Goal 10%
Students with Disabilities (SWD)	Actual 3.33%	Goal 10%
Other Student Groups Socioeconomically Disadvantaged	Actual 8.53%	Goal 20%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will provide an after school and one day a week morning study center for students to utilize Paper tutoring program with support from certificated & classified employees.	Benchmark assessment results and progress will be monitored in Math.	After school study center staffed utilizing certificated and classified pay.	Title I C/O	7,290
	Hourly pay for Math after school intervention.	Benchmark assessment results and progress will be monitored in Math.	After school tutoring provided by a certificated teacher.	Title I C/O	3,800
	We will purchase manipulatives and hands on learning tools to support understanding of mathematical concepts.	Benchmark assessment results and progress will be monitored in Math.	Purchase manipulatives and hands on learning tools	Title I C/O	2,000
English Learners (EL)	TMS staff will collaborate in PLC meetings to identify specific needs of English Language Learners in order to maximize student learning.	Benchmark assessment results and progress will be monitored in Math.			
	TMS staff will engage in professional development structured to introduce and implement the ELD standards across all curricular areas.	Benchmark assessment results and progress will be monitored in Math.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	We will purchase a supplemental math curriculum that will support students to backfill skills in order to meet grade level standards.	Benchmark assessment results and progress will be monitored in Math.	Purchase supplemental math curriculum	Title I C/O	5,000
Other Student Groups Socioeconomically Disadvantaged	Implementation of easyCBM progress monitoring for students scoring in the high risk range. After school intervention will be offered to students who need the instruction and intervention to increase levels of achievement.	Benchmark assessment results and progress will be monitored in Math.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2021-2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2021-2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2021-2022.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
April 2021 Youth Truth Survey	46% of 6th grade students perceive themselves as engaged with their education. 50% of 7th grade students perceive themselves as engaged with their education. 46% of 8th grade students perceive themselves as engaged with their education.	We need to increase students feeling engaged in their education by providing more opportunities through career and college readiness skills.

**Subject: College & Career Readiness / Equity**

**LEA/LCAP:** LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

**Goal #3** To build student engagement and academic challenge using opportunities through career and college readiness skills by providing equitable access to technology and hands on learning opportunities.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 52%	Goal 74%
English Learners (EL)	Actual 50%	Goal 72%
Students with Disabilities (SWD)	Actual 38%	Goal 58%
Other Student Groups Socioeconomically Disadvantaged	Actual 47%	Goal 67%
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will purchase grade level class sets of chromebooks and chromebook carts for students who do not have immediate access to their technology.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase 3D printers.	ESSER	4,000
	We will participate in the Mentor Me program which provides community mentors for students that focus on connecting with community, empowering them to grow and positively contribute to the community.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	We will purchase supplies and materials for our electives classes to ensure access and equity for all students.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase supplies and materials.	ESSER	16,942.00
	We will purchase playground equipment to provide students with an opportunity to play collaboratively.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase playground equipment.	ESSER	1,000
English Learners (EL)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically Disadvantaged					
Graduation Rate (GR)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 4 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: Climate & Culture**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2021-2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The methodology for school allocation in 2020-2021 was in need of revisions, this has been corrected in 2021-2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2021-2022.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard	11.3% of students are chronically absent.	Build systems and routines to engage and partner with families around attendance and student engagement.
CDE School Dashboard	Students with disabilities have a higher rate of suspension than all students and other subgroups. 20% of students with disabilities were suspended at least once.	Professional development in restorative practices and PBIS as well as social emotional learning need to be implemented to lower rates of suspensions in all subgroups, including students with disabilities.
2020 Parent Survey	31% of parents disagree that students treat each other with respect.	Social emotional learning for students and staff to equip our school community with the tools to develop the ability for self advocacy and student voice.
2020 Student Survey	55.6% of students disagree that "most students in my school are easily able to work out disagreements with other students." 41% of students agree that "students at my school are often teased or picked on." 40.5% of students agree that "harassment, intimidation, and bullying by other students are a problem at my school."	Professional development in restorative practices and PBIS as well as social emotional learning need to be implemented to to equip our school community with the tools to develop the ability for self advocacy and student voice.

**Subject: Attendance/PBIS**

**LEA/LCAP:** LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

**Goal #4** Increase student attendance levels to 5% chronically absent or meet green/blue status in student engagement/attendance. Continue implementation of PBIS and restorative practices to lower suspension rate to 5% or meet green/blue status in the area of suspension levels.

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard		
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 93.8%	Goal 95%	Actual 11.3% chronically absent%	Goal 9%



English Learners (EL)	Actual N/A%	Goal 95%	Actual 6.1% chronically absent%	Goal 5%
Students with Disabilities (SWD)	Actual N/A%	Goal 95%	Actual 19.2% chronically absent%	Goal 5%
Other Student Groups Socioeconomically Disadvantaged	Actual N/A%	Goal 95%	Actual 11.6% chronically absent%	Goal 5%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	<b>2018-19 Final Data / District Preliminary Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 11.9%	Goal 5%
English Learners (EL)	Actual 9.1%	Goal 5%
Students with Disabilities (SWD)	Actual 20%	Goal 5%
Other Student Groups Socioeconomically Disadvantaged	Actual 13.2%	Goal 5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Implementation of Second Step in every classroom to improve academic performance, reduce negative social behaviors, and create a more positive classroom and campus environment.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Implementation of Safe School Ambassadors to improve academic performance, reduce negative social behaviors, and create a more positive classroom and campus environment.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	We will purchase a character education curriculum to be implemented in our Leadership Class in order to improve academic performance, reduce negative social behaviors, and create a more positive classroom and campus environment.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Purchase a character education curriculum	Title I	2,000
	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I	4,216
English Learners (EL)	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Implementation of monthly Safety Net Meetings with a grade level representative from each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I C/O	5,000
Students with Disabilities (SWD)	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.			
	Implementation of monthly Safety Net Meetings with each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I C/O	5,000
Other Student Groups Socioeconomically	Continued implementation of PBIS and restorative practices.	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disadvantaged		data and CDE dashboard results.			
	Implementation of monthly Safety Net Meetings with each grade level team, school counselor, admin, and school psychologist (if needed).	We will monitor the Healthy Kids Survey, Youth Truth Survey, student and family surveys as well as SWIS data and CDE dashboard results.	Extra hour pay for certificated staff.	Title I C/O	10,000

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2021-2022

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The methodology for school allocation in 2020-2021 was in need of revisions, this has been corrected in 2021-2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal for 2021-2022.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
2020 Parent Survey	26% of parents disagreed with "I am regularly provided with information regarding my child's progress." 20% of parents disagreed with "I am able to get questions answered and problems resolved by the staff in a timely manner."	Parents need more opportunities to communicate with school staff, as well as information provided to them in a timely fashion. Staff needs training and support in the importance of parent engagement and school-home connection.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.  
 Site: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement at TMS.

**Goal #5** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.  
 Site: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement at TMS.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	TMS staff will engage in professional development structured to inform the importance of the home-school connection, how to effectively communicate with families and how to build relationships with families.	We will monitor the Youth Truth Survey and family surveys.			
	We will offer parent events such as book clubs, parent trainings on utilizing Paper tutoring program, parent trainings on incorporating Second Step at home, and other topics families have a shared interest in learning.	We will monitor the Youth Truth Survey, family surveys, parent attendance at events.	Purchase 2 different books for 15 parents.	Title I C/O	420
			Extra hour pay for certificated staff.	Title I: Parent Involvement	1,380

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	We will offer parent nights before ELPAC testing to inform and educate parents on the importance of the test, how to support their student before and during the test, and how to read ELPAC results.	We will monitor the Youth Truth Survey, family surveys, parent attendance at events.	Extra hour pay for certificated staff.	Title I C/O	200
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically Disadvantaged					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			<hr/>		
			<hr/>		



## Section 5 Staffing

**Subject: Staffing**

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>This position will assist in progress towards goals in ELA, MATH, PBIS, Attendance, Equity and Parent Engagement by leading the school community in PBIS as the site PBIS facilitator, fostering relationships with students, parents and the wider community, collaboration on academic and behavioral interventions and provide support and professional development to improve instructional strategies.</p>	Assistant Principal	Title I: FTE	31,300	
<p>This position will assist in progress towards goals in ELA, MATH, PBIS, Attendance and Equity by providing targeted academic support to ELA and Math students who need intervention. This person will work with small groups and push into classrooms to support students.</p>	Paraprofessional	Title I: FTE	27,084.00	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	15,538.	0.00
Title I: Parent Involvement	1,380	0.00
Title I: FTE	58,384.00	0.00
Title I C/O	110,239	0.00
ESSER	21,942	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$107,982
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$110,239
Total Funds Provided to the School Through the Consolidated Application	\$215,964
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$207,483.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$21,942

Total of State and local programs that the school is including in the schoolwide program: \$237,906

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Technology Middle School**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Jessica Ballou Term: XParent Community Member	1. Name: Sara McKenna <b>Principal</b>
2. Name: Crissy Willson Term: XParent Community Member	2. Name: Mary Niederberger Term: <b>Teacher</b>
3. Name: Term: Parent Community Member	3. Name: Term: <b>Teacher</b>
4. Name: Term: <b>Student</b>	4. Name: Term: <b>Teacher</b>
5. Name: Term: <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Alicia Cartwright Term: <b>Other School Staff</b>