

**Edison Computech Middle**

10621666006068

Principal's Name: Tobaise Brookins

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Tobaise Brookins', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

**School Site Council**


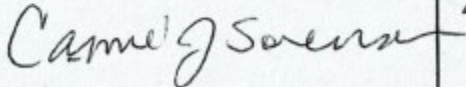
<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Tobaise Brookins	X				
2. Chairperson – Dr. Camie Sorensen				X	
3. Mehtab Singh					X
4. Jake Soliman					X
5. Eileen Swift			X		
6. Amy Ellis		X			
7. Rosie Puentes				X	
8. Chris Dowdy				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.X ☐ ELAC voted to consolidate with the SSC. Date 10/17/2023

**Required Signatures****School Name: Edison Computech Middle**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Tobaise Brookins		4/5/2024
<b>SSC Chairperson</b>	Dr. Camie Sorensen		4/5/2024

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Computech - 0100

**ON-SITE ALLOCATION**

3010	Title I	\$67,687 *
7090	LCFF Supplemental & Concentration	\$209,051
7091	LCFF for English Learners	\$6,528

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$283,266**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,396
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Remaining Title I funds are at the discretion of the School Site Council	\$65,291
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Total Title I Allocation	\$67,687
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Computech Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	81 pts	48.4 pts	2023-2024	65.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	95.44 %	74.9 %	2023-2024	80 %
SBAC Math - Average distance from standard	✓	24 pts	1.6 pts	2023-2024	20.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	68.92 %	52.9 %	2023-2024	70 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SY 2022/2023 SBAC distance from standard scores in ELA are 48.4 points above standard which is a decrease of 22.9. By percentage, 74.9% met/exceeded standards which is a decrease of 9.4%.

SY 2022/2023 SBAC distance from standard scores in Math are 52.9% above standard which is a 57.18% decrease from the previous year.

It is not known why there was a decrease in academic achievement for both ELA and Math, however, PLC teams discussed clarity and adherence to district curriculum may have contributed to the results.

AA (43) subgroup was 55.8% met/exceeded, 16.6 DFS which is a decrease of 1.

EL (8) subgroup was 25%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Misalignment in tier 1 instructional practices and implementation of strategies for interventions. Strategies such as small group, extended practice, strategic remediation, etc. were not implemented by all departments.

Specific intervention for AA students were not implemented due to a lack of available tutors and resources during school and after school hours.

Pilot program using iReady lesson to support intervention is a work in progress and did not meet the needs of as many students as expected.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Previously, teachers were provided subs for department and PLC planning days. On these days CIPL (Curriculum, Instruction, and Professional Learning) department provided professional learning increasing teacher knowledge on implementing curriculum and instructional practices for interventions and enrichments strategies in supporting students. Monthly whole staff professional learning that provided learning on applying grade-level standards-based instruction and assessments. PLCs had identified focus areas towards standards-based instruction, standards-based assessments, and equitable grading practices to ensure that grades reflected student knowledge of content standards.

Teachers were provided off campus PLs for social emotional learning to help instruction be more relevant for our AA and EL students. Teachers were also provided an opportunity to attend the equity summit and teacher clarity playbook.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue professional learning around teacher clarity, but will encourage teachers to use preparation during the summer hours in order to plan ahead of the school year. There is a need for GATE instructional practices to be implemented to ensure enrichment parallels remediation practices. Teachers will use various software, programs, and instructional strategies to provide small group remediation during tier 1 instruction. Teachers will be provided PL on equity centered strategies. More training on how to gather CFA data from edcite and district curriculum assessments will also support extension and remediation efforts.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Prioritization towards intervention and improvement in math achievement. Funding towards supplemental contracts for teachers and instructional supplies increase in math scores.</div>	<div>2 ELAC:</div> <div>Although Computech EL numbers are low team will host regular meetings (monthly) via teams to increase awareness of student achievement.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Professional learning for staff on how to provide engaging and meaningful instruction. Edcite utilization for CFAs and progress monitoring data on student academic performance.</div>
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Action 1

Title: Computech Academic Intervention

Action Details:

Pursue Excellence Through...

Computech academic intervention goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing student academic achievement. Action steps to include, but not limited to:

PL time dedicated to PLC+ and teacher clarity.

Funding supplemental contracts for tier II & III level supports

- Parents would like school to provide more opportunities for planning in the Summer.
- Funding academic tiered intervention materials and supplies, incentives and other methods of student recognition, including food.



- Funding and buying out teacher preps as needed for additional course offerings.
- Supplemental contracts for academic support beyond teacher duty day.
- Creating and delivering effective professional development around academic and SEL intervention best practices.
- Continuing to provide subs to release teachers for the purpose of planning, data analysis, and professional learning on and off site.
- Continuing to improve upon current student recognition programs as a means for motivating students toward success.
- Increasing student recognition programs to motivate ALL students toward increasing personal academic and personal success.
- Funding travel expenses/conference registration fees for professional development opportunities and increased learning for staff.
- Funding interpreters in Hmong and Spanish for parent conferences

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- CFA and interim data monitoring
- iReady assessment 1 data and remediation lessons for students 1 or more grade levels behind as assessed on assessment cycle 1.
- Attendance reports. Daily attendance monitoring for identifying trends and correlation between academic achievement and daily attendance.
- D/F Reports. Utilized to identify trends throughout departments and provide interventions and supports based on high need content areas based on student achievement or lack thereof.

Owner(s):

- Administration
- Classified Staff
- Certificated Staff
- Academic Counselors

Timeline:

Daily attendance monitoring  
Bi-Weekly identification of chronic absentees.  
Bi-Weekly D/F reports for MTSS intervention and support.

Details: Explain the data which will specifically monitor progress toward each indicator target

- Student conferences and parent meetings to explain student progress.
- Parents have asked for an increase in communication about grades so we will provide training on how to use multiple ways to communicate progress to families.
- Attendance-communication to parents resources and site supports
- D/F data-communicate to staff, students and parents where students are struggling and provide intervention strategies at Tier 1 and Tier 2 level

Owner(s):

- Administration
- Classified Staff
- Certificated Staff
- Academic counselors

Timeline:

Quarterly CFA monitoring for communication to families.  
Daily attendance monitoring for communication to parents.  
Bi-Weekly identification of chronic absentees.  
Bi-Weekly D/F reports communicated to staff, students, and parents.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies for quarterly and end of year recognition of student achievement.
- After School Program Supports for academic intervention through ASES
- Availability of direct academic counseling services for all students in a tiered format of implementation
- Academic Goal setting materials for students, inclusive of but not limited to binders, folders, organization materials.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of ELA (6) or 75% in red and Math (7) or 87.5% in red.*

*African American students are 44.2% in red for ELA and 72% in red for math.*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by providing a designated support staff to support and monitor progress towards meeting academic standards. Students will also be placed in supportive after school supports using supplemental materials to increase academic achievement.*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff.*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PLC plans that will specify action steps to support ELs.
- PL on using embedded EL curriculum support.
- RFEP monitoring
- EL Goal Setting Conferences/data chats

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The African American student population is performing at the lowest level in areas of ELA and Math*

*The EL student population is performing at the lowest levels in ELA and Math.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support African American students by having designated staff to monitor their academic progress. Providing remediation supports through afterschool program. Partnering with A4 to ensure that each student receives monthly academic supports. Using funds to give AA students access to supplemental resources online that may be used during the school day and at home.*

*EL students will have designated personnel to provide academic progress monitoring. EL students will have access to extra support during after school program by designated personnel.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 funds we plan to support African American (7090 only) students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff. Funds will be used to give AA students real world experiences to help build background knowledge and an excitement for learning.*

*With 7090 or 7091 funds we plan to support EL students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff. Funds will be used to give EL students real world experiences to help build background knowledge and an excitement for learning.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Goal setting conferences and family nights for both EL and AA parents.
- Teachers will use culturally relevant materials and curriculum embedded supports for both AA and EL students.
- Availability of direct counseling services for all students in a tiered format of implementation
- Targeted small group academic conferences/data chats/goal setting

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement	13,084.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial of students in need of academic intervention & enrichment opportunities for student achievement.	12,919.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Supporting students one or more grade levels behind, software for academic engagement, students who need to complete assignments, extra support academically or enrichment.	8,238.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials for subgroups	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff determined instructional needs: Incentives, rewards & student enrichment supplies.	34,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			Technology needs for library services to support academic achievement and instruction.	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology materials & supplies for student achievement.	8,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher professional learning & development.	13,000.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and resources for parent engagement. ** NO FOOD OR INCENTIVES**	2,400.00

**\$99,641.00**

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.93 %	71.6 %	2023-2024	75 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

71% of students responded favorably in the Climate and Culture survey on the question "My school prepares me for life with real world experiences" domain which was a drop from the 74% in Fall 2022. Students will experience a technology-based course that introduces them to pathway aligned fields that matriculates into Edison High. All students will participate in workshops/presentations that are aligned to career pathways at Edison High School in the fields of BioMed, Computer Science, and Engineering. Professional development/learning with GLEAM practices and equity-based engagement practices. SEL for students to make connections between content and real-world experiences.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

There were no major inequities in the climate and culture survey, however, students who identify as white are reporting mildly lower rankings for real world experiences and wellness. It is not known what has caused this slight disproportionality, however, staff may consider increasing advisory time to expand engagement and SE connection opportunities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

This year we do not have an advisory period in our schedule which has limited the ability to provide SE lessons and activities connected to real world experiences. There was also a lack of professional learning around how to bring real world experiences into instruction. The new partnership with Fresno City College is still a work in progress and field trips through our counseling department have been the highlight for most students. We are working on a schoolwide plan to support real world activities connected to careers.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- School wide plan for incorporating real world activities across the curriculum.
- More advisory time to engage students in SE lessons.

- A strategic plan for field trips focused on careers and interaction with professionals in STEM fields.
- Professional development for teachers to unpack current standards and utilize the curriculum and supplemental supports to provide students with engaging, culturally relevant activities.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Continued funding towards student enrichment opportunities for real-world experience that connects to learning. Enrichment opportunities for all students to attend as compared to incentive trips.</div>	<div>2 ELAC:</div> <div>Funding for enrichment opportunities and transportation.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Funding for enrichment opportunities and transportation.  Professional learning opportunities for including career and real-world activities in the core curriculum.</div>
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Action 1

Title: Computech CTE & Technology

Action Details:

Pursue Excellence Through...

Computech CTE and Technology programs will be implemented, created, organized, and communicated to all stakeholders toward pursuing an ever-increasing percentage of Computech students demonstrating the foundational character and competencies for workplace success. Action steps to include, but not be limited to:

- Having guest speakers from a variety of industries.
- Seek virtual technologies to allow students to interact in industries, labs, and other environments using artificial reality software.
- Partner with tech companies to all modeling, tour, and industry experience opportunities.
- Partnering with vendors and community programs to provide real-world experiences for students during our after school program time.
- Supporting development of student skills, including use of technology, relevant to the demands of both college and career.
- Funding technology to support innovation and industry alignment on campus.
- Support in purchasing relevant materials in order to enhance student interactions with STEM careers and pathways.
- Articulating with high school Career Technical Education courses in order to promote career pathways for students and promoting the 7-12 magnet program articulated with Edison High School.
- Utilizing assessments to determine student competencies within the workplace, relevant to industry sectors.
- Providing in-house technology training for staff, students, and parents toward increasing communication, academic achievement, lesson impact/effectiveness and best practices for providing actionable feedback.
- Use of Xello and other programs as applicable for students to explore career pathways.
- Highlighting the connection to the EHS Pathways, industry level certification opportunities, etc. through marketing and communication.
- Encouraging participation in Tournament of Technology (TOT) through enrollment in our STEM/CTE electives.
- Creating new and innovative ways to recognize student achievement/progress.
- Support of guests speakers in CTE classes.
- Supplemental pay and support materials for staff to subgroups of students in CTE programs (i.e. coder girls, National Society of Black Engineers etc.)

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Computech library data indicates use of devices through the library in order to determine habitual usage and equity of access across campus

CTE and staff feedback program needs and assessment survey for student engagement and achievement for real-world learning experiences.

Details: Explain the data which will specifically monitor progress toward each indicator target

Fall and Spring climate and culture survey from students/staff/families of student centered real-world learning experiences.

Owner(s):

- Administration
- Teacher Librarian
- Library Tech
- Teachers

Timeline:

- Monthly review of data and assess inventory needs.

Owner(s):

- Administration
- Survey coordinator
- Climate and Culture team
- Teachers

Timeline:

- Fall survey September-October 2024
- Spring survey February-March 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- 7<sup>th</sup> grade required Computers class
- 8<sup>th</sup> grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- Guest speakers to teach students about career fields

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA (6) or 75% in red and Math (7) or 87.5% in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

EL Students: With Title I funds we plan to support English learner students by providing a designated support staff to support and monitor progress towards meeting academic standards. While engaging in real world experience opportunities, support staff will check in with students ensure they are maximizing speaking and listening opportunities. Students will also be placed in supportive after school supports using supplemental materials to increase academic achievement.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support both EL and AA students by ensuring they have necessary technology, supplies and equipment to engage in real world experiences.

4. As a site: What are planned actions to support this student group?

- Through PLCs we will develop schoolwide plans for real world experiences.
- 7<sup>th</sup> grade required Computers class
- 8<sup>th</sup> grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).
- Translation Services

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

African American students are 44.2% in red for ELA and 72% in red for math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

support and supplemental materials and supplies for Tier II and Tier III. Exposure trips and opportunities to attend youth conferences for STEM

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 funds we plan to support African American (7090 only) students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff. Funds will be used to give AA students real world experiences to help build background knowledge and an excitement for learning.

African American students will participate in the HBCU tours in partnership with A4 and Benedict University. African American students will have field trips dedicated to creating exposure in STEM fields

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7<sup>th</sup> grade required Computers class
- 8<sup>th</sup> grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).

- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- RFEP Monitoring

- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- Technology as a means to meet student 504/IEP accommodations
- People of Color STEM organizations
- Women in STEM professional organizations

Action 2

Title: Education Enrichment Opportunities/ Real World Experiences

Action Details:

Pursue real word-learning experiences through:

Computech will offer students opportunities to connect their learning in the classroom to real-life experiences. Students will build foundational knowledge on understanding how to reach certain careers as well as the competencies required to complete certain careers. Action steps include but not limited to:

- VAPA field trips for performances and opportunities to advance content knowledge and skill set.
- Guest speakers for CTE, VAPA, Ethnic Studies, and other courses as appropriate.
- College and educational visits for students
- Support in purchasing supplies, equipment, and supplies for field trips
- Support in use of technology for virtual learning opportunities.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Fall and spring climate survey data

Owner(s):

- Administrative team
- Academic counselors
- CTE team
- VAPA team

Timeline:

- Fall survey given Sept-Oct 24
- Spring survey given Feb-March 25

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Adopted curriculum supplemental materials
- Assessment software/hardware
- Technology required for virtual field trips.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA (6) or 75% in red and Math (7) or 87.5% in red.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

*African American students are 44.2% in red for ELA and 72% in red for math.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*EL Students: With Title I funds we plan to support English learner students by providing a designated support staff to support and monitor progress towards meeting academic standards. While engaging in real world experience opportunities, support staff will check in with students ensure they are maximizing speaking and listening opportunities. Students will also be placed in supportive after school supports using supplemental materials to increase academic achievement.*

*African American students will participate in the HBCU tours in partnership with A4 and Benedict University. African American students will have field trips dedicated to creating exposure in STEMfields.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support both EL and AA students by ensuring they have necessary technology, supplies and equipment to engage in real world experiences.*

**4. As a site: What are planned actions to support this student group?**

- Through PLCs we will develop schoolwide plans for real world experiences.
- 7<sup>th</sup> grade required Computers class
- 8<sup>th</sup> grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).
- Translation Services
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- RFEP Monitoring
- Adopted curriculum supplemental materials
- RFEP monitoring

*English Learner student population is performing at the lowest level in areas of ELA (6) or 75% in red and Math (7) or 87.5% in red.*

*African American students are 44.2% in red for ELA and 72% in red for math.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*support and supplemental materials and supplies for Tier II and Tier III. Exposure trips and opportunities to attend youth conferences for STEM*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 funds we plan to support African American (7090 only) students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff. Funds will be used to give AA students real world experiences to help build background knowledge and an excitement for learning.*

*With 7090 or 7091 funds we plan to support EL students by purchasing supplemental support materials, allocating funds for supplemental contracts for support staff. Funds will be used to give EL students real world experiences to help build background knowledge and an excitement for learning.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 7<sup>th</sup> grade required Computers class
- 8<sup>th</sup> grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- Technology as a means to meet student 504/IEP accommodations
- People of Color STEM organizations
- Women in STEM professional organizations
- Support for A4 college visits.
- Adopted curriculum supplemental materials
- Technology for student accommodations



## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology supplies, AI, virtual reality, oculus glasses, and innovative resources for classrooms in all subjects for cross curriculum innovation	19,978.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			: Supplemental technology.	4,944.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Real world experiences through field trips, company visits, and other STEM and VAPA based experiences.	37,341.00

**\$62,263.00**

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		12.1 %	2023-2024	8 %
Suspension Rate - Semester 1	✓	1.13 %	0 %	2023-2024	0 %
Suspension Rate - Semester 1 (African American)	✓		0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic absenteeism is an issue due to the amount of students who are using transportation to come to Computech. There are 23 busses and often times parents pick up students early due to Computech's long day schedule. This year we implemented Tier I and Tier II supports with fidelity. Movement in our office staff has caused for our second semester numbers to decline.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Historically, our African American and Sped populations had disproportionate chronic absenteeism. This year all subgroups are approximately the same. Supports will continue to be needed to support African American and students with Sped designation next year as a safety net.

Current quarter numbers for suspension rate will show a high percentage of African American boys suspended by percent, due to the low number of African American male students enrolled.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were no metrics for attendance before. Previously Computech was a ATSI school for attendance of students with Sped designation.

Two African American male students have been suspended this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

adding an advisory period to discussion issues and social emotional supports.

Acquiring a social emotional online platform such as second steps, ripples, or other platforms to help students engage in social emotional lessons.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Parents are in favor of more advisory time.</div>	<div>2 ELAC:</div> <div>No suggestions taken from ELAC.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff is in favor of more advisory time and students having access to social emotional lessons.</div>
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Action 1

Title: Computech Engagement in Arts, Activities, and Athletics

Action Details:

Pursue Excellence Through...

Computech Engagement in Arts, Activities, and Athletics will be implemented, created, organized, and communicated to all stakeholders toward pursuing an ever-increasing percentage of Computech students involved in at least one form of student engagement opportunity. Action steps to include, but not be limited to:

- Creating new and updating current materials regarding engagement opportunities.
- Providing professional development around the connection between engagement opportunities/activities and student achievement as well as best practices toward increasing participation and achievement.
- Providing extra/supplemental pay contracts toward increasing and supporting engagement experiences and opportunities focusing on increasing student participation and connection to the school.
- Instructing all coaches and advisors on the operation of scanners towards more streamlined data collection for the engagement tool.
- Funding supplies and materials for CTE, VAPA, activities, and athletics for increasing student participation and enhancing the experience of students, staff, and families.
- Providing substitutes for teachers attending various conferences/professional development/learning opportunities oriented towards the development of new and innovative engagement opportunities.
- Funding travel expenses/conference registration fees for professional development opportunities and increased learning for staff oriented towards the development of new and innovative engagement opportunities.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Engagement Quarterly Checkpoints

Engagement data analysis by student groups to build student connectiveness on campus.

Owner(s):

- After School Program Coordinator (ASES)
- Athletics Director
- Campus Culture Director
- Certificated Staff
- Classified Staff
- Administration

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

FUSD Climate/Culture Survey

Owner(s):

- Climate Culture Team
- Administrative Team

Timeline:

Fall 2024  
Spring 2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implement student surveys to gather student interests and student feedback around activities and clubs.
- Communication and calendar extracurricular activities available as an extension of District Arts, Activities, Athletics Department.
- Calendar of Engagement Activities communication to all stakeholders
- Schoolwide activities materials and supplies.
- Implement year round Multicultural celebrations
- Funding for staff and students workshops/conferences
- Club Rush activities at least once per semester
- WEB

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Engagement Activities
- Multicultural celebrations
- Semester Club Rush activities
- RFEP Monitoring

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

*Although African Americans are in the red for suspensions based on the dashboard, and we will continue to provide supports to this marginalized group..*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*Partnering with A4 to have a champion on campus monitoring African American attendance and social emotional well-being. Providing extra support through after school clubs.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*We need personnel, supplemental contracts, and or supplemental partners to work with our AA population.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communication regarding extracurricular activities available as an extension of Goal 2 activities
- Engagement Activities
- Engagement Information Sessions
- Leadership (class and activities as a result of)
- Multicultural celebrations
- Semester Club Rush activities
- Specific clubs and activities targeting student groups that are not engaged in Engagement

Action 2

Title: Computech Campus Culture

Action Details:

Pursue Excellence Through...

Computech Campus Culture and Climate and Culture, goals will be implemented, created, organized and communicated to all stakeholders toward improving school wide feelings of belonging, connectedness, and improved overall emotional intelligence, as well as increasing teacher fidelity and efficacy surrounding Restorative Practices towards developing more effective means of intervention on campus. Action steps to include but not be limited to:

- Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices and proactive responses to misbehaviors.
- Leveraging current personnel resources including but not limited to the use of Social Emotional support staff in an effort to increase student feelings of school and peer connectedness as well as overall emotional health, safety and well-being.
- Continuing to provide student connection activities and WEB in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining and funding for the appearance of campus, tables, paint, greenery, office, common areas, etc.
- Elective offering of courses that cater to and promote inclusive practices, leadership, and collaboration of students and staff.
- Engage and affirm student sense of community through interactions with other students as student leaders facilitate conversations around social emotional and academic success.

Collaborative work between leadership, social-emotional team, restorative practices, and climate and culture to develop holistic supports for all students.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Utilizing ATLAS Engagement Data to indicate the actual number of students not engaged in school Activities, Athletics, Arts, and Mentoring.

Owner(s):

- Social Worker
- School Psychologist
- Counselors
- Administration
- Climate Culture Team
- Certificated Staff

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Survey data (staff, student, parent) will indicate if identified needs were met as well as reveal next steps in terms of support/information/professional learning

Owner(s):

- Climate Culture Team
- SSW
- School Psychologist
- Counselors
- Administration

Timeline:

- Available Fall 2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies to implement and communicate Computech's Guidelines for success
- Target Supports Team meetings
- Character Assemblies
- Materials and supplies for celebrations of diverse demographic groups
- Quarterly attendance celebrations

- Recognition incentives
- Student Leadership
- Student Success Lessons through Advisory class
- Quarterly Mental Health Awareness Campaign (Signs of Suicide for 8th Graders, Healthy Relationships Awareness Assembly, )
- Campus Expectations and supports communicated online and with signage on campus
- Elective offering of courses that cater to and promote inclusive practices, leadership, and collaboration of students and staff
- Student Enrichment Clubs
- Guidance Presentations

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*EL are not a low performing group on the dashboard for goal 3 but we have actions in place for them.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Multicultural celebrations
- Club participation
- Student group goal setting
- Parent workshops and outreach
- Incentives

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

*Although African Americans are not in red for attendance or suspensions base don the dashboard, we will continue to provide supports to this marginalized group..*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*Partnering with A4 to have a champion on campus monitoring African American attendance and social emotional well-being.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*We need personnel, supplemental contracts, and or supplemental partners to work with our AA population.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student group goal setting
- Parent workshops and outreach
- Student incentives
- Family Engagement Hour
- Parent Coffee Hour

Action 3

Title: Computech Attendance

Action Details:

Pursue Excellence Through...

Computech Attendance goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward decreasing chronic absenteeism among all identified student groups. Action steps to include, but not be limited to:

- Holding regularly scheduled site-based parent attendance conferences with appropriate school personnel.
- Continuing to provide social-emotional support and additional funding for school social worker.

- Increasing targeted communication measures to all identified student groups and their parents
- Celebrating attendance successes.
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events
- Continuing to provide instructional and extracurricular material for identified students.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance Reports
- ATLAS Engagement reports

Owner(s):

- Attendance Clerk
- Child Welfare Attendance Specialist
- HSL
- Campus Culture Director
- Academic Counselors
- CSSW
- Administration

Timeline:

Bi-weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

- Daily attendance and attendance rate will be monitored for increase in attendance within identified student groups

Owner(s):

- Child Welfare Attendance Specialist
- Attendance Clerk
- HSL
- Academic Counselors
- CSSW
- Administration

Timeline:

Bi-weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

- Communication metrics and reports (i.e. analytics from weekly ParentSquare, etc.) indicate the quantity of communication regarding recorded interventions, upcoming training and at what level structures and responses are being implemented (classroom, system, etc.)

Owner(s):

- Child Welfare Attendance Specialist
- HSL
- Academic Counselors
- Attendance Clerk
- CSSW
- Administration

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Availability of direct counseling services for all students in a tiered format of implementation
- Materials and supplies, refreshments, programs, technology for parent workshops
- Materials and supplies for Quarterly Attendance Celebrations

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Availability of direct counseling services for all students in a tiered format of implementation
- Quarterly check ins and goal setting with EL students with chronic absences
- RFEP Monitoring by teachers

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*Although African Americans are not in red for attendance or suspensions base don the dashboard, we will continue to provide supports to this marginalized group..*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*Partnering with A4 to have a champion on campus monitoring African American attendance and social emotional well-being.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*We need personnel, supplemental contracts, and or supplemental partners to work with our AA population.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Availability of direct counseling services for all students in a tiered format of implementation
- Materials, trainings, programs, for identified low performing student groups with chronic absences
- Quarterly Assessment of student groups and chats to determine interventions.



## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout AD	13,084.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation to support student engagement in extracurricular activities and enrichment. G2A2	20,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Site funded 1 additional day-0.2 FTE-District pays for 2 days 0.4 FTE for a total of 0.6 FTE	37,309.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL for services of support of EL, AA, and chronic absence attendance families.	500.00

**\$70,893.00**

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.92 %	31.1 %	2023-2024	32.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff survey showed improvement in organizational environment from 31% in the Fall to 66% in the Spring. Within that domain, areas of opportunity are:

Recognition for work: 51%

Opportunities to make decisions: 55%

Receiving feedback to grow: 59%

Adults model social emotional skills they expect from students: 68%

I feel valued: 58%

There has been the feeling of a lack of equity in voice and connection. The previous years goal of equity trainings will help to bring our instruction community together.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

It has taken time for admin, staff, and teachers to find the right model for collaboration which led to a lack of connectedness schoolwide. Steps have been taken to increase morale.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We have a new principal and GLA. These changes took place at the beginning of the year which limited the amount of time for everyone to gel as a team. Through conferences, staff meetings, surveys, and 1 on 1 chats, the staff is now coming together.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- PL will have shared decision making.
- PLCs will receive support in making curricular decisions and reviewing core subject data.
- All staff will have opportunities to share ideas through forms, short surveys, and staff meetings.
- Supplemental contracts for PLCs having opportunities to plan.
- Celebrations for various school staff for accomplishments in helping improve student achievement, attendance, and student well being.
- Recognition in weekly updates, and emails.
- Opportunities for teachers and staff to attend conferences and workshops for professional growth.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div>PTSO would like to see teacher prep in the Summer SSC would like teachers to have opportunities for conferences but prep in the Summer Student advisory committee thinks school should have advisory periods</div>	<div>2 ELAC:</div> <div>PTSO is willing to sponsor teacher celebrations. Admin will host sharing opportunities and luncheons SSC none Teachers using tier 1 engagements to support families</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Admin is seeking to increase staff participation in decision making Teachers want weekly lunch get-togethers to increase morale PLC same as teachers DC same as teachers ILT same as teachers SBC same as teachers Staff Coalition newly formed and didn't give feedback.</div>
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Action 1

Title: School Wide Equity Training and Practices

Action Details:

- Staff will engage in equity training of equitable practices to better meet the needs of students and staff in developing awareness and improving in culturally responsive teaching and relationships, school safety, and SEL for students and staff. This will be accomplished using the following strategies:
- Continuing to fund additional 2 hours of third CA position.
  - Professional Learning including food.
  - Conferences that focus on equitable teaching practices.
  - Book studies to engage in and improve equitable practices.
  - Curriculum encompassing diversity where all students can identify and see themselves in the learning.
  - Elective offerings that explore and celebrates cultures and diversity.
  - Campus culture activities that engages and celebrates cultural diversity.

- Targeted universalism to ensure that all students and families are provided with knowledge and information to apply to the school.
- Hiring practices that take into account diversity and representation of community and students served.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Participation in PL
- School Climate Survey
- Observational data focused on equitable instructional practices.
- Stakeholder feedback from meetings such as: Staff, student clubs, Parent coffee hours and PTSO, etc.

Owner(s):

- Administration
- Counselors
- Certificated Staff
- Classified Staff
- SSW
- School Psychologist

Timeline:

- Monthly PL focused on reviewing and reflecting on instructional practices that promotes equity.
- Recruitment fairs for student applications taking place in first semester.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:** Elective offerings and curriculum that provides students opportunities to explore various cultures and ethnicities in their contribution to society. Campus events and activities that celebrates and honors cultures and traditions that are represented in the community and school site.
- **Student Centered and Real-World Learning:** Providing culturally relevant curriculum and learning opportunities for students to engage in active learning. Supplementing activities of additional experiences for students, by assisting with related expenses for real-world learning and application.
- **Student Engagement:** Utilizing project based learning that allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- PL and Conferences available to staff in support of teaching English Learners
- Books/Curriculum purchased in support of instructional practice for English Learners
- Implementation of curriculum that is responsive to diverse cultures

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Books/Curriculum purchased in support of instructional practice for low-performing students.
- PL and Conferences to support teaching low performing students.
- Implementation of curriculum that is responsive to diverse cultures.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community							
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Food blanket POs for PLs, staff acknowledgments, school spirit.	7,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for student achievement.	20,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food & refreshments from Nutrition Services for professional development, learning, trainings, & celebrations.	2,500.00

\$29,500.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.26 %	88.9 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family data for family engagement dropped to 88.9%. The specific area in that domain that presents the biggest opportunity is:

My child frequently updates me about my child's progress in class, which is down 5 from the Fall survey to 84%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

There were no inequities based on subgroups. The sentiment was expressed across all parent subgroups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There have been in-services about the importance of family engagement. Teachers and staff now have access to parent square, regular email, online classrooms on Teams and the traditional ability to call. There is an increasing desire by parents to receive prompt information concerning their child's academic progress and social emotional well being.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Professional development on the impact of communication and strategies for supporting students and families who need more engagement.

Maximizing the use of parent square post, emails, text, and phone calls.

Calendaring office hours for teacher parent conferences.

Updating social media posts regularly

Regular/Weekly newsletters for families.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Would like more family contacts about academics, sports, and extracurricular activities.</div>	<div>2 ELAC:</div> <div>Would like more family contacts about academics, sports, and extracurricular activities.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>administration would like to send weekly newsletters to families about overall school metrics.</div> <div>Staff will use parent square to connect with families</div> <div>Classified staff will provide families with general information about school activities.</div>
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Action 1

Title: Computech Magnetism, Diversity & Outreach

Action Details:

**Pursue Excellence Through...**  
Computech Magnetism, Diversity, and Outreach goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing school Magnetism/Matriculation, increasing interest, achievement and understanding in use of technology, STEM/CTE and the continuance of VAPA opportunities for students and families to engage in.

Action steps to include, but not be limited to:

- Providing equity and access to all application and matriculation procedures, including offering STEM experiences, particularly with underrepresented groups to promote the 7-12 magnet program articulated with Edison High School.
- Making campus accessible and inviting through recruitment fairs and other engagements that will showcase the Computech program.
- Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas during individually requested and scheduled tours.
- Providing substitutes for teachers attending conferences/professional development/learning opportunities oriented towards continuous improvement of outreach strategies, ensuring equity and access to all groups.
- Providing Recruitment Presentations to elementary school sites
- Holding Parent Coffee Hour at elementary school sites.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Number of students attending individually requested/scheduled tours
- Number of students , parents and families attending schoolwide events.
- Raw number of applications

Owner(s):

- Administration
- Certificated Staff
- Classified Staff
- Department of Equity and Access
- Transfers Office

Timeline:

August 2024-December 2024

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Semester Club Rush activities
- STEM/CTE programs, training and materials
- Student Leadership
- Schoolwide events
- Communication directed toward future students
- Video creation for outreach and magnetism
- WEB
- Materials and supplies and graphics

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- STEM/CTE programs, training and materials
- Student Leadership
- Transportation and communication directed toward future students for opportunities to learn about the Computech program.
- WEB
- Translation services for outreach and communication of programs offered, and STEM magnet opportunities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Materials for STEM/CTE
- Semesterly Club Rush activities
- STEM/CTE programs , training and materials
- Student Leadership
- Communication directed toward future students
- WEB

Action 2

Title: Computech Community & Communication

Action Details:

Pursue Excellence Through...

Computech Community goals will be implemented, created, organized and communicated to all stakeholders toward increasing community partnerships and opportunities of collaboration with community partners and stakeholders. Action steps to include but not be limited to:

- Utilization of School marquee to promote events.
- Leveraging student-developed products and services oriented toward communicating the mission and vision throughout the Edison region.
- Providing parent meetings including but not limited to School Site Council, PTSO, volunteer orientations, registration night(s), Open House, SSTs, etc. toward increasing parent communication resulting in increased student achievement.
- School tours for parents, community, and stakeholders.
- Funding translation service as needed
- Funding foods, materials, and resources as needed
- Funding daycare options as needed
- Communication through ParentSquare, ATLAS, phone calls, email, school website



Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent Culture/Climate Survey and pre-survey data indicates communication with the parent community (specifically, in the Family Engagement domain)

Owner(s):

- Administrative Team
- Certificated Staff
- Classified Staff
- Students

Timeline:

- FUSD Climate/Culture Survey issued in fall and spring.

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent involvement in meetings such as workshops and parent meetings, Parent University, and parent nights.

Owner(s):

- Administrative Team
- Classified Staff
- Certificated Staff

Timeline:

- Continuous monitoring for involvement
- FUSD Climate and Culture Survey issued in fall and spring.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Parent Meetings and Workshops to offer resources
- HSL in support of communication
- Parent Nights - Outreach to families to educate and inform about Computech's Magnet Program and offerings
- Incoming 7th Grade Student Orientation Nights to educate students and families in expectations, policies, and programs at Computech
- Food and Incentives for family participation in events
- Graphics and Signage to support family involvement on campus
- Targeted Family Support Groups created for student groups - including but not limited to: African American, Latino, and Asian families.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Parent Meetings and Workshops offering resources
- Translation services provided in communication and outreach

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Daycare Services for parent meeting attendance
- Parent Meetings and Workshops offering resources

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Recruiting efforts through commercials, ads, and hosted events in regional areas.	6,000.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified staff for parent meetings, recruitment night, orientation, and other site hosted community events.	3,941.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Material, supplies, food/refreshments for parent involvement.	4,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Supporting EL students and parents in SEL achievement.	2,028.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Supporting parent meetings, parent trainings with supporting materials & supplies for enrichment & career exposure. Celebrating parents & community.	5,000.00

**\$20,969.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0100 Computech (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement	13,084.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial of students in need of academic intervention & enrichment opportunities for student achievement.	12,919.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Supporting students one or more grade levels behind, software for academic engagement, students who need to complete assignments, extra support academically or enrichment.	8,238.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials for subgroups	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff determined instructional needs: Incentives, rewards & student enrichment supplies.	34,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			Technology needs for library services to support academic achievement and instruction.	5,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology materials & supplies for student achievement.	8,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher professional learning & development.	13,000.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and resources for parent engagement. ** NO FOOD OR INCENTIVES**	2,400.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology supplies, AI, virtual reality, oculus glasses, and innovative resources for classrooms in all subjects for cross curriculum innovation	19,978.00
G2A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			: Supplemental technology.	4,944.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Real world experiences through field trips, company visits, and other STEM and VAPA based experiences.	37,341.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout AD	13,084.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation to support student engagement in extracurricular activities and enrichment. G2A2	20,000.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Site funded 1 additional day-0.2 FTE-District pays for 2 days 0.4 FTE for a total of 0.6 FTE	37,309.00
G3A3	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage for HSL for services of support of EL, AA, and chronic absence attendance families.	500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Food blanket POs for PLs, staff acknowledgments, school spirit.	7,000.00
G4A1	Sup & Conc	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for student achievement.	20,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food & refreshments from Nutrition Services for professional development, learning, trainings, & celebrations.	2,500.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Recruiting efforts through commercials, ads, and hosted events in regional areas.	6,000.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for classified staff for parent meetings, recruitment night, orientation, and other	3,941.00

G5A1		Parent Participation	Oth Cls-Supp	site hosted community events.	3,941.00
G5A1	LCFF: EL	Instruction	Mat & Supp	Material, supplies, food/refreshments for parent involvement.	4,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Supporting EL students and parents in SEL achievement.	2,028.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp	Supporting parent meetings, parent trainings with supporting materials & supplies for enrichment & career exposure. Celebrating parents & community.	5,000.00
					\$283,266.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,687.00
Sup & Conc	7090	\$209,051.00
LCFF: EL	7091	\$6,528.00
<b>Grand Total</b>		<b>\$283,266.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$99,641.00
G2 - Expand student-centered and real-world learning experiences	\$62,263.00
G3 - Increase student engagement in their school and community	\$70,893.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$29,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$20,969.00
<b>Grand Total</b>	<b>\$283,266.00</b>