

Edison Computech Middle

10621666103840

Principal's Name: Javan Childs

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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 subgroups 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 (DAC and 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.

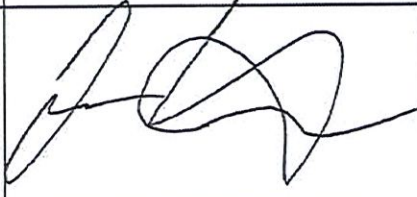
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Javan Childs	X				
2. Chairperson – Jason Horsman				X	
3. Camie Sorensen				X	
4. Chris Dowdy				X	
5. Julie Howell		X			
6. Amy Ellis		X			
7. Ben Weemes		X			
8. Steve Xiong		X			
9. Colby Horsman					X
10. Leniece Walls					X
11. Alexa Shafer					X
12. Ah Her			X		
13. Eileen Swift			X		
14. Andrea Valdez			X		
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
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.			
Title	Print Name Below	Signature Below	Date
Principal	Javan Childs		May 1, 2023
SSC Chairperson	Jason Horsman		May 1, 2023

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 2023/24

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$64,071 *
7090	LCFF Supplemental & Concentration	\$197,883
7091	LCFF for English Learners	\$6,120
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$13,608</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$281,682

* 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	\$2,268
Remaining Title I funds are at the discretion of the School Site Council	<u>\$61,803</u>
Total Title I Allocation	<u>\$64,071</u>

Needs Assessment

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		71 pts	2021-2022	81 pts
SBAC ELA - percentage of students met/exceeded standard	✓		84.34 %	2021-2022	95.44 %
SBAC Math - Average distance from standard	✓		14 pts	2021-2022	24 pts
SBAC Math - percentage of students met/exceeded standard	✓		58.82 %	2021-2022	68.92 %

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.

- 253 students at or above grade level. (AA-7; SWD-3)

Professional development has and will continue to be provided for staff which is intentional towards identifying inequitable practices that may contribute to low student achievement towards African American students, Students with disabilities, and English Learners. These trainings included UnboundEd Standards Institute for math teachers with GLEAM (Grade-level, Engaging, Affirming, Meaningful) instructional practices, and PL that provides training around equitable practices for all teachers.

- 76 students 1 grade level behind. (AA-7; SWD-1)
- 74 students 2+ grade levels behind. (AA-3; SWD-2; EL-5)

SY 2022/2023 iReady Diagnostic 3 Reading for 7th grade:

- 280 students at or above grade level. (AA-11; SWD-6)
- 42 students one grade level behind. (AA-3; SWD-1)
- 42 students 2+ grade levels behind. (AA-4; SWD-2; EL-4)

SY 2022/2023 iReady Diagnostic 1 Math for 7th grade:

- 189 students at or above grade level. (AA-5; SWD-3)
- 173 students 1 grade level behind. (AA-9; SWD-2; EL-2)
- 51 students 2+ grade level behind. (AA-5; SWD-1; EL-3)

SY 2022/2023 iReady Diagnostic 3 Math for 7th grade:

- 218 students at or above grade level. (AA-6; SWD-4; EL-A)
- 120 students 1 grade level behind. (AA-10; SWD-4; EL-1).
- 42 students 2+ grade level behind. (AA-3; SWD-1; EL-3)

SY 2022/2023 iReady Diagnostic 1 Reading for 8th grade:

- 144 students at or above grade level. (AA-3; SWD-1; EL-1)
- 43 students one grade level behind. (AA-2; SWD-2)
- 54 students 2+ grade level behind. (AA-3; SWD-2; EL-2)

SY 2022/2023 iReady Diagnostic 3 Reading for 8th grade:

- 183 students at or above grade level. (AA-8; SWD-4; EL-1)
- 36 students 1 grade level behind. (AA-2; SWD-4)
- 44 students 2+ grade level behind. (AA-2; SWD-1; EL-1)

SY2022/2023 iReady Diagnostic 1 Math for 8th grade:

- 32 students at or above grade level. (AA-3)
- 27 students one grade level behind. (AA-1; SWD-1)
- 32 students 2+ grade level behind. (AA-3; SWD-5; EL-1).

SY2022/2023 iReady Diagnostic 3 Math for 8th grade:

- 134 students at or above grade level. (AA-5; SWD-2)
- 71 students 1 grade level behind. (AA-3; SWD-1)
- 47 students 2+ grade level behind. (AA-3; SWD-5; EL-1)

Tier 1 instruction focuses on in classroom support with an expectation that 80-85% of students will successfully meet standards through effective instruction. To support the academic growth and success of all students instructional calendars have been and will continue to be created for alignment of instruction by all PLCs. CFAs (IABs, FIABs, iReady, Edcite) utilized to review and analyze progress and achievement of all students. Goal setting and monitoring of individual student growth for individual needs and support every student.

Our actions (Curriculum & Student Achievement; PLCs; and Academic Interventions) provides intentional professional development centered around improving instructional practices and strategies that will yield an increase in student academic achievement. This includes academic interventions and enrichment for students based on their identified needs.

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).

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.

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 2023/24 SPSA.

Continued staff training for equity based instructional practices (teaching, assessing, grading).
Attendance of conferences and professional learning provided to staff in standards based instruction which teaches how to deconstruct standards and align task to standards and the depth of the standards.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC:

Prioritization towards intervention and improvement in math achievement. Funding towards supplemental contracts for teachers and instructional supplies increase in math scores.

2 ELAC:

3 Staff:

Professional learning for staff on how to provide engaging and meaningful instruction.
Edcite utilization for CFA and progress monitoring data on student academic performance.

Action 1

Title: Computech Curriculum & Student Achievement

Action Details:

Pursue Excellence Through...

Computech Curriculum goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing content specific literacy aligned with standards, instructional best practices and increased

understanding of mathematical shifts. Action steps to include but not be limited to:

- Funding travel expenses/conference registration fees for professional development opportunities/increased learning for staff oriented toward increased student understanding and achievement.
- Incorporating Equitable teaching practices into sitewide professional Learning to support all students within development of curriculum and planning instruction.
- Additional hours of supplemental pay for Climate and Culture Team Members to increase social/emotional supports on campus.
- Funding and buying out teacher preps as needed for additional instructional course and extracurricular offerings.
- Funding for additional day of CSSW (Clinical School Social Worker) for SEL support of students.
- Funding additional pay for classified staff in support of curricular and extra-curricular activities and events.
- Funding of Khepra Curriculum for ethnic studies course offering.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of elective and core curricular offerings both new and ongoing.
- Providing substitute coverage for teachers to collaborate, attend Professional Learning on or off site, participate in class walks, and develop instructional plans.
- Providing food, beverages, materials, supplies, equipment, etc. for staff meetings, visitor breakfasts and parent volunteer opportunities on campus to encourage participation for student achievement.

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

- IPG Data through instructional class walks
- iReadyDiagnostic results
- PLC developed CFA results
- Edcite
- IAB / FIAB
- SBAC

Owner(s):

- Administration
- Academic Counselors
- ILT
- PLCs
- Certificated Staff

Timeline:

- IPG completed weekly by admin (minimum of 20 class visits a week by admin).
- Report pulled and analyzed for next steps after iReady Administration
- Admin weekly instructional meetings that identify instructional practices and next steps.
- Biweekly MTSS meetings identifying student progress by department, PLC, and teacher.
- (2) CFAs per quarter by PLCs.

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

- 504s (initial)
- D and F Chats/goal setting
- Parent Meetings
- SSTs (initial)
- MTSS data with focus on tier 1 and tier 2.

Owner(s):

- 504 Coordinator
- PLCs
- Classroom Teacher
- Admins/Academic Counselors

Timeline:

- Initial 504s and/or IEPs (raw numbers quarterly)
- Initial SSTs (raw numbers quarterly)
- Monthly (beginning in September after 1st deficiency notice)
- Parent Meetings (Q2 and Q4)
- Biweekly MTSS meetings identifying student progress (academic and attendance) by department, PLC, and teacher.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• D/F data • iReady • IABs/FIABs • CFAs	• Administrative Team • Teachers • Academic Counselors	• Bi-weekly (beginning in September after 1st deficiency notice) • Monthly staff PL • Monthly ILT meeting • Monthly department meeting

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
• Adopted curriculum supplemental materials • Technology tools for learning • Assessment software/hardware • STEM/CTE training, materials and programs • Prep buyouts for the purpose of offering additional academic core and elective courses to further student opportunities and support in learning loss.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
• Academic assessment meetings (1-1) • Adopted curriculum supplemental materials • Assessment software/hardware • Cultural Proficiency to explore supports for demographic groups regarding needs • Quarterly check in with EL students • Goal Setting • RFEP monitoring • STEM/CTE training, materials and programs • WEB leaders	• Academic assessment meetings (1-1) • Adopted curriculum supplemental materials • Assessment software/hardware • Cultural Proficiency to explore supports for demographic groups regarding needs • STEM/CTE training, materials and programs • WEB leaders

Action 2

Title: Computech Professional Learning Community (PLC)

Action Details:
Pursue Excellence Through... Computech's PLC goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing standards-based instruction, assessments, and grading practices. Teacher collaboration across grade levels and content areas. Action steps to include but not be limited to: • Developing and implementing standard protocols for PLC work including CFA validity, CFA analysis and response rubrics provided through graphics purchases, agendas, etc. • Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning (Cultural Proficiency, Restorative Practices, Multitiered Systems of Support, Response to Intervention, etc.) ◦ Ensuring professional learning opportunities and staff meetings have food items, materials, and needs met. ◦ Funding materials (books, instructional supplies, etc) for further professional development. • Utilizing professional development substitute release time strategically oriented around PLC CFA dates and CAASPP assessment dates towards the continuous cycle of improvement in PLC work: ◦ Plan, Teach, Analyze, Respond • Creating supplemental contracts for teachers for the purpose of planning and delivery of professional learning around the Instructional Practice Guide (IPG), CSTPs, Instructional Standards, STEM, GLEAM. These action steps may include but not be limited to: ◦ Walking classrooms with administration ◦ Utilizing the IPG for discussion and calibration of instructional tenets. ◦ Implementation of GLEAM.

- Funding conference registration fees/travel expenses for teachers
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas.
- Continuing professional learning by implementation of:
 - IPG, *Learning By Doing*
 - Utilization of PLC continuum as outlined in Learning By Doing
 - CSTPs and Instructional standards.
 - Restorative Practices,
 - MTSS
 - Cultural Proficiency

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
- IAB, FIAB,
- Rubric data
- IPG data
- iReadyDiagnostic data

Owner(s):

- Administrative Team
- ILT
- Department Chairs
- Classroom Teachers

Timeline:

- Instructional walks completed weekly
- Report pulled quarterly
- Revolving throughout the school year (baseline of at least (2) CFA cycles per quarter)

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

- Climate Culture Survey Data

Owner(s):

- Administrative Team
- Climate Culture Team

Timeline:

- Baseline from March 2024 survey

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

- Adopted curriculum supplemental materials
- Technology needs for instructional support and practices.
- Assessment software/hardware
- GVC
- STEM/CTE training, materials and programs

Specify enhanced services for EL students:

- Goal Setting
- Adopted curriculum supplemental materials
- Assessment software/hardware
- RFEP monitoring
- STEM/CTE training, materials and programs

Specify enhanced services for low-performing student groups:

- engagement data- connect struggling students to clubs and activities
- PLC data analysis and plan of actions
- increase parent communication and parent involvement through parent workshops, conferences
- Academic goal setting
- Adopted curriculum supplemental materials
- Assessment software/hardware
- STEM/CTE training, materials and program

Action 3

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:

- 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.
- Creating new 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.

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. 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

- 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:

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:

Specify enhanced services for low-performing student groups:

- RFEP monitoring
- EL Goal Setting Conferences/data chats

- Availability of direct counseling services for all students in a tiered format of implementation
- Targeted small group academic conferences/data chats/goal setting

2023-2024 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	Title 1 Basic	Instruction	Nc-Equipment			Technology materials and supplies for student achievement.	8,224.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Supports all actions in goals 1-3.	33,847.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement opportunities	11,369.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement opportunities.	11,369.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher professional learning and development.	12,004.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial of students in need of academic intervention and enrichment opportunities for student achievement.	11,089.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies for maintenance of classroom and site functions.	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Rewards, incentives, and student enrichment supplies.	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Staff determined instructional needs and supplies	38,370.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	5,869.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology supplies and resources to support classroom instruction and improve student academic achievement.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			: Technology needs for library services to support academic achievement and instruction.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies, student incentives, and professional learning to support EL students.	4,120.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts for supporting students through intervention and enrichment. These efforts will be for learning loss that occurred during pandemic in getting students to grade-level achievement.	12,073.00
G1A2	Title 1 Basic	In-House Instructional Staff Deve	Travel			: Professional development/learning, registration, travel costs for teachers in support of academic student achievement.	19,732.00
G1A2	Sup & Conc	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for student achievement.	10,000.00

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

\$217,066.00

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	✓	84.5 %	74.83 %	2022-2023	85.93 %

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.

66% 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.

Teachers began training in equitable instructional practices and will continue in order to provide engaging and meaningful opportunities for students to connect content to real-world and daily lives.

Continuing to incorporate SEL lessons within daily content.

Providing educational enrichment opportunities for students to make meaning of classroom content.

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).

8th grade elective wheel was incorporated for the 2022/2023 school year that provided students with opportunities to engage in engineering, robotics, and biomed.

Educational enrichment trips will occur during 4th quarter to provide educational enrichment opportunities.

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 2023/24 SPSA.

- Identify low performing student groups based on the numbers of students taking STEM/CTE courses. Funding will provide for incentives, materials and supplies for STEM/CTE experiences.
- Guest speakers planned for students in CTE classes and 7th grade computer science classes.
- Field trips to allow for students to connect classroom learning to real world learning.
- Continuous professional learning around equitable instructional practices and connecting lessons to real world experiences.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC: 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.	2 ELAC:	3 Staff: Funding for enrichment opportunities and transportation.
--	--------------------------------	---

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:

- 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.

Owner(s):

- Administration
- Teacher Librarian
- Library Tech
- Teachers

Timeline:

- Monthly review of data and assess inventory needs.

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
- Survey coordinator
- Climate and Culture team
- Teachers

Timeline:

- Fall survey September-October 2023
- Spring survey February-March 2024

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

- 7th grade required Computers class
- 8th 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:

- 7th grade required Computers class
- 8th 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

Specify enhanced services for low-performing student groups:

- 7th grade required Computers class
- 8th 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

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 23
- Spring survey given Feb-March 24

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:

- Adopted curriculum supplemental materials
- RFEP monitoring

Specify enhanced services for low-performing student groups:

- Support for A4 college visits.
- Adopted curriculum supplemental materials
- Technology for student accommodations

2023-2024 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
G2A2	Sup & Conc	Instruction	Mat & Supp			: Entry fees for enrichment opportunities and incentivized trips for student real-world experience.	20,000.00

\$20,000.00

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	✓	12.62 %	14.97 %	2022-2023	5.37 %
Section Attendance - Semester 1 - percentage of students with 90% and above			80.39 %	2022-2023	90.99 %
Suspension Rate - Semester 1	✓	1.75 %	2.46 %	2022-2023	1.13 %

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.

Attendance as of 1st Semester:

1.78% of students are in the Severely Chronic Absenteeism rate
13.2% of students are in the Chronic Absenteeism rate
29.31% of students are in the Manageable Absenteeism rate

24 Suspensions first semester:

15 of 24 suspensions - Hispanic
4 of 24 suspensions - White
3 of 24 suspensions - African American/Black
1 of 24 suspensions - Asian
1 of 24 suspension - Two or more races

Location of Suspension as of first semester:

8 - Classroom
6 - Playground/Field
6 - Hallway
1 - Restroom
2 - Office

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

Student illness, mental health, physical health, missed transportation has affected attendance.
Connections and relationship between staff and students and student to student relationships

1- Other

Engagement Data:

At the conclusion of third quarter, 79.19%% of 7th and 8th grade students are engaged in Arts, Athletics, Activities and Mentoring.

Activities: 28.93% (228)

- AA27
- EL 1
- SPED 8
- Foster Youth 1
- Homeless 1

Arts: 56.22% (443)

- AA29
- EL 4
- SPED 8
- Foster Youth 1
- Homeless 1

Athletics: 29.95% (236)

- AA 23
- EL 0
- SPED 2
- Foster Youth 0
- Homeless 0

Mentoring 1.90% (15)

- AA 5
- EL 0
- SPED 0
- Foster Youth 0
- Homeless 1

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).

New Home School Liaison position added to school site to support with communication to the home in regards to attendance and resources for parents and students to increase daily attendance.

Funding for 2 additional hours for the office assistant to support with phone communications to the home in regard to attendance and resources for parents and students to increase daily attendance. Position was vacant until February 2023 with subs filling the vacancy and sometimes vacant.

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 2023/24 SPSA.

Continue to utilize the office assistant and HSL to make phone calls and home visits to support student attendance.

Increase home visits with Home School Liaison and Child Welfare and Attendance staff to connect with families and offer support resources as needed.

Continuing with a Recruiting Committee and Transitional Counselor to reach out to elementary sites to create awareness of Computech Programs

Campus Culture Director will focus on creating inclusive environment to include all student to participate Arts, Athletics, and Activities.

Climate and Culture Team will meet monthly and utilize survey data to built relationships and community among staff and students.

Student in the Chronic and Severe Chronic category Bi-weekly/Monthly meetings with academic counselors.

Admin/Parent meetings with parents in the Chronic and Severe Chronic category.

Goal setting with identified students in the chronic absenteeism category.

Provide quarterly recognition to individual students with improved attendance.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC:

Provide parent/student resources/workshops to bring awareness to the SARB process and attendance guidelines. Rewards and recognitions for all student achievement and improvement for academic achievement and attendance improvement.

2 ELAC:

3 Staff:

Provide materials and supplies for recognition and rewards for improved attendance.

Provide incentives and rewards for students demonstrating academic, attendance, and positive citizenship

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: ☒ 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

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 2023
Spring 2024

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:

- 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:

- 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 2023

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:

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

Specify enhanced services for low-performing student groups:

- 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:

- 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 enhanced services for low-performing student groups:

- 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.

2023-2024 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	Direct Trans			: Transportation to support student engagement in extracurricular and enrichment opportunities.	10,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Campus Safety Assistant - 2 Additional duty days for PL	131.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Site funded 2 hours per day for 8-hour CA	18,904.00

\$29,035.00

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	✓	85 %	85.82 %	2022-2023	90.92 %

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.

Prior to 2021/2022 school year staff utilized consensus style decision making through whole staff meetings. During this time data from school climate survey showed primary causes for decrease in organizational culture domain. At that time the two primary causes for decrease in organizational domain were:

1. Culture that provides staff with recognition for the work they do. 68% favorable.
2. Culture that provides staff with opportunities to be involved in planning and decision making. 71% favorable.

In 2021/2022 and continuing in throughout the 2022/2023 school year collaborative decision making has been implemented through the use of Department Chairs and Instructional Lead Teachers. This moved allowed staff to voice concerns at the instructional level within their PLCs through their ILT and at the department level through their DCs in a smaller intimate setting to allow for equity of voice. March 2023 data shows:

1. Culture that provides staff with recognition for the work they do. 83% favorable.
2. Culture that provides staff with opportunities to be involved in planning and decision making. 74% favorable.

Overall percent favorable to organizational culture domain as of March 2023 with 53 staff members completing survey is 83%.

2

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

Structures and communication has been established for certificated staff to communicate concerns and needs of support. Structures are being implemented to provide classified staff streamlined communication for updates of information as well as opportunities to communicate concerns.

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).

Department chairs and Instructional Lead Teachers are in place for collaborative decision making. Through monthly climate culture team meetings, department chair meetings, monthly instructional lead teacher meetings we have streamlined communication for staff to be part of decision making as it pertains to school organizational environment and instructional practices. For concerns unrelated to department and instruction, SBC (School Building

Committee) is in place for staff to surface CBA (Collective Bargaining Agreement) and other concerns to improve campus conditions. Monthly recognitions and staff appreciation events are held to highlight the work of all staff towards student achievement funded through site. This year (2022/2023) we made a pivot where we provided each department \$1500 to use towards instructional needs and allocated budget towards necessity items. This pivot was made after data showed that some departments had greater needs than other departments to support instruction. Reprioritization of budget to be used for necessary instructional items have resulted in all department and PLCs having all instructional needs fulfilled.

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 2023/24 SPSA.

Department Chairs, Instructional Lead Teachers, Climate Culture Team, and School Building Committee will continue to be utilized to allow for staff to have equity in voice and streamline communication for collaborative decision making. Allocation of funds will be determined based on needs that will support and directly aligned to student outcomes. This includes allocating funding towards professional development, staff recognition and celebrations, and other activities that will improve staff morale that retain and recruit personnel that can be found un goal 4 action 1 of SPSA.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC: Money allotted for teacher training and professional development.	2 ELAC:	3 Staff: Continued monthly recognition and celebration of staff to improve morale and community.
--	--------------------------------	--

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 focuses 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 Services to Staff in support of 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 Staff in support of EL students:

- 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 Staff to support low-performing student groups:

- 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.

2023-2024 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	Direct-Food			: Food and refreshments for professional development, learning, training, and celebrations.	2,500.00

\$2,500.00

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	✓	92 %	88.16 %	2022-2023	95.26 %

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.

90% of families responded favorably on the FUSD Fall Climate/Culture Family Survey question "My child's school encourages family participation." An increase of 5% from Fall 2021.

80% of families responded favorably on the FUSD Fall Climate/Culture Family Survey to the question "I feel like I'm a part of my child's school." A decrease 1% from Fall 2021.

2

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

Covid restrictions were lifted, allowing parents to attend school events.

Parent response decreased from Fall 2022 survey had 248 responses whereas Spring 2023 survey had 184 family responses.

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).

For the 2022/2023 school year increased opportunities for families to engage by:

In-person orientation provided for incoming 7th graders and parents.

Parents attended an onsite Back to School Night, Winter Concert, and Theatrical Live Performances, Parent Coffee Hour, Family Engagement Hour, SSC Meetings, PTSO Meetings/Family events.

Continue communication to parents through phone calls, emails, ParentSquare, in-person and virtual Parent-Teacher Conferences

Consistent Weekly Principal Messages and emails through ParentSquare.

Parent communication through school website and social media platforms.

Providing interpretation services

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 2023/24 SPSA.

Parents attend onsite events inclusive of but not limited to Back to School Night, Open House, Coffee Hours, Family Engagement Hour, SSC, PTSO Meetings/Events, and other instructional services meetings.

Continue to provide staff to parent communication through phone calls, emails, ParentSquare, in-person and virtual Parent-Teacher Conferences

Weekly Principal Messages and emails through ParentSquare

Parent communication through school website and social media platforms.

Availability of translation services.

Step 4: Educational Partner Involvement. Share the data 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.

1 SSC:

Funds allocated towards supporting parent and community engagement such as coffee hour, PTSO, and other parent/guardian/community events.

2 ELAC:

3 Staff:

Quarterly meetings to communicate academic achievement and progress of students to families.

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, STEMCTE 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 STEMexperiences, 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 2023-December 2023.

Describe Direct Services to Families in support of 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 Families of EL students:

- 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 Families of low-performing student groups:

- 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 Services to Families in support of 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 Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

2023-2024 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	Title 1 Basic	Parent Participation	Mat & Supp			Supplies and resources for parent engagement. **No food or incentives**	2,268.00
G5A1	LCFF: EL	Instruction	Local Mileag			: Mileage reimbursement for HSL for services of support of EL students and families.	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Services to EL parents to engage and provide opportunities in supporting student academic and SEL achievement.	1,500.00
G5A1	One-time School	Instruction	Direct-Graph			Graphics for communication of information pertaining to intervention and enrichment services due to learning loss that occurred during pandemic.	1,535.00
G5A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental Contracts for classified staff for parent meeting, recruitment night, orientation, and other site hosted community events.	3,278.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Materials, supplies, food/refreshments for parent involvement.	4,000.00

\$13,081.00

2023-2024 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	Title 1 Basic	Instruction	Nc-Equipment			Technology materials and supplies for student achievement.	8,224.00
G1A1	Title 1 Basic	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Supports all actions in goals 1-3.	33,847.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement opportunities	11,369.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout for elective course offerings and student engagement opportunities.	11,369.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher professional learning and development.	12,004.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial of students in need of academic intervention and enrichment opportunities for student achievement.	11,089.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies for maintenance of classroom and site functions.	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Rewards, incentives, and student enrichment supplies.	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Staff determined instructional needs and supplies	38,370.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	5,869.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology supplies and resources to support classroom instruction and improve student academic achievement.	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instructional Library, Media & Technology	Nc-Equipment			: Technology needs for library services to support academic achievement and instruction.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies, student incentives, and professional learning to support EL students.	4,120.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts for supporting students through intervention and enrichment. These efforts will be for learning loss that occurred during pandemic in getting students to grade-level achievement.	12,073.00
G1A2	Title 1 Basic	In-House Instructional Staff Development	Travel			: Professional development/learning, registration, travel costs for teachers in support of academic student achievement.	19,732.00
G1A2	Sup & Conc	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for student achievement.	10,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Entry fees for enrichment opportunities and incentivized trips for student real-world experience.	20,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation to support student engagement in extracurricular and enrichment opportunities.	10,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Campus Safety Assistant - 2 Additional duty days for PL	131.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Site funded 2 hours per day for 8-hour CA	18,904.00
G4A1		Instruction	Direct-Food				2,500.00

G4A1	Sup & Conc	Instruction	Direct-Food	: Food and refreshments for professional development, learning, training, and celebrations.	2,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Supplies and resources for parent engagement. **No food or incentives**	2,268.00
G5A1	LCFF: EL	Instruction	Local Mileag	: Mileage reimbursement for HSL for services of support of EL students and families.	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Services to EL parents to engage and provide opportunities in supporting student academic and SEL achievement.	1,500.00
G5A1	One-time School	Instruction	Direct-Graph	Graphics for communication of information pertaining to intervention and enrichment services due to learning loss that occurred during pandemic.	1,535.00
G5A2	Sup & Conc	Parent Participation	Oth Cls-Supp	Supplemental Contracts for classified staff for parent meeting, recruitment night, orientation, and other site hosted community events.	3,278.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp	Materials, supplies, food/refreshments for parent involvement.	4,000.00
					\$281,682.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,071.00
Sup & Conc	7090	\$197,883.00
LCFF: EL	7091	\$6,120.00
One-time School	7099	\$13,608.00
Grand Total		\$281,682.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$217,066.00
G2 - Expand student-centered and real-world learning experiences	\$20,000.00
G3 - Increase student engagement in their school and community	\$29,035.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,081.00
Grand Total	\$281,682.00