

Edison Computech Middle

10621666103840

Principal's Name: Javan Childs

Principal's Signature:  Javan Childs Sr.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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	<ul style="list-style-type: none"> • <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	
<p>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.</p>	
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



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Javan Childs Sr.	X				
2. Chairperson – Julie Wong				X	
3.Hugo Morales				X	
4.Jason Horsman				X	
5.Ah Her			X		
6. May Her			X		
7.Julio Tejada		X			
8. Corina Valdivia		X			
9. Rachel Hibler		X			
10. Benjamin Weemes		X			
11. Eileen Swift			X		
12. Alejandro Morales					X
13. Uriana Burrell					X
14. Samuel Morales					X
15.					

Check the appropriate box below:
X 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 Sr.		4/28/22
SSC Chairperson	Julie K. Wong		5/4/2022

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 2022/23

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$54,759 *
7090	LCFF Supplemental & Concentration	\$181,755
7091	LCFF for English Learners	\$6,016
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$68,086
TOTAL 2022/23 ON-SITE ALLOCATION		\$310,616

* 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	\$2,252
	Remaining Title I funds are at the discretion of the School Site Council	\$52,507
	Total Title I Allocation	\$54,759

Computech Middle 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		67.89 %	2021-2022	77 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		59.24 %	2021-2022	69 %

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.

IReady ELA #2 Data:

Overall average of 32.5% of 7th/8th Graders one or more grade level below.

7th Grade Students one or more grade level below: 36%

8th Grade Students one or more grade level below: 29%

40% of African American/Black students scored one or more grade level below in Reading

40% of Hispanic students scored one or more grade level below in Reading

IReady Math #2 Data:

Overall average of 41% of 7th/8th Graders one or more grade level below.

7th Grade Student one or more grade level below: 48%

8th Grade Students one or more grade level below: 34%

66.67% of African American/Black students scored one or more grade level below in Math

55% of Hispanic students scored one or more grade level below in Math

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

Attendance:

Due to Pandemic and quarantine requirements set forth by district notable lack of completion of iReady assessment by students. Other factors were virtual learning complications related to technology, home environment, and daily class attendance of students.

Tier 1 instruction focuses on in classroom support with an expectation that 80-85% of students will be successful from engaging and 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 to review and analyze progress and achievement of all students. Goal setting and monitoring of individual student growth for individualized needs and support of every student.

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).

Funding for subs to provide release time for teacher planning:

Due to pandemic, PLC time and Professional Learning time decreased limiting opportunities for teacher planning, collaboration, and data analysis.

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 2022-23 SPSA.

Supplemental pay contracts will be provided to teachers for planning outside of the workdays to ensure uninterrupted opportunities to analyze data and create instructional calendar and assessments.

Supplemental pay contracts for small group after school tutorial programs and lunch targeting specific student groups but not limited to African American/Black and Hispanic students.

Prep period buyouts to provide additional opportunities for instructional courses for students to accommodate for learning loss.

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:

Examine data of student groups and resources to support staff and students.

Timely grading and feedback where staff updates grades a minimum of once per week.

2 ELAC:

3 Staff:

Professional learning for staff and how to maximize instructional time in a block schedule to provide meaningful and engaging standards aligned tasks.

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, 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 Cultural Proficiency into sitewide professional Learning to support all students within development of curriculum and planning instruction.
- Scheduling and providing additional hours of supplemental pay per lead teacher.
- Scheduling and providing additional hours of supplemental pay per Climate and Culture Team Member.
- Funding and buying out teacher preps as needed for additional instructional course offerings and to support in learning loss.
- Continuing to fund and additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, attendance, parent communication.
- 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.

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
- iReady Diagnostic results
- PLC developed CFA results
- IAB / FIAB
- SBAC

Owner(s):

- Administrative Team
- Academic Counselors
- ILT
- Certificated Staff

Timeline:

- IPG completed weekly by admin (12 a week; 2 with a partner)
- Report pulled and analyzed for next steps after iReady Administration
- Revolving throughout the school year (baseline of at least (2) CFAs per quarter)

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)

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

- D/F data

Owner(s):

- Teachers
- Academic Counselors

Timeline:

- Bi-weekly (beginning in September after 1st deficiency notice)

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

- Adopted curriculum supplemental materials
- 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:

- 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
- RFEF monitoring
- STEM/CTE training, materials and programs
- WEB leaders

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
- 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 professionalism, 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 through graphics.
 - Funding materials (books, 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 (Computech PLC Placemats)
 - CFA Rubric for Edison region
- Creating a supplemental contracts for teachers for the purpose of planning and delivery of professional learning around the Instructional Practice Guide (IPG), STEM. These action steps may include but not be limited to:
 - Walking classrooms with administration
 - Utilizing the IPG for discussion and calibration of instructional tenets
- 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
 - 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
- iReady Diagnostic data

Owner(s):

- Administrative Team
- ILT
- 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 2022 survey

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

- Adopted curriculum supplemental materials
- 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 fund and additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, attendance, parent communication.
- 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:

- RFEP monitoring
- EL Goal Setting Conferences/data chats

Specify enhanced services for low-performing student groups:

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

2022-2023 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, equipment, supplemental materials and supplies to support instruction.	18,073.00
G1A1	Title 1 Basic	Instruction	Travel			Professional Development registration and travel costs. \$10,000 split funded with 3010 (\$1,803) & 7090 (\$8,197)	1,803.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buy out for Ethnic Studies (Social Science). G1A2, G1A3	10,928.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buy Out split between two Athletic Directors, one director per semester. G1A2, G1A3	10,928.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts for supporting students. ** No IEPs**	12,380.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, incentives to support and improve student academic performance.	37,284.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff Determined Budget-classroom and site materials	20,197.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, and services to support academic achievement and school improvement	51,000.00
G1A1	Sup & Conc	Instruction	Travel			: Professional Development registration and travel costs. \$10,000 split funded with 3010 (\$1,803) & 7090 (\$8,197)	8,197.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional materials/supplies, student incentives, and professional learning to support EL students.	4,968.00
G1A1	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Pep Buyout for Elective (Art or Spanish). G1A2, G1A3.	10,928.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials, supplies, and services to support academic achievement and school improvement. **No food or incentives**	6,158.00
G1A1	One-time School	Instruction	Direct-Maint			Maintenance for copiers and technology support	6,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Khepra Curriculum Group : Ethnic studies curriculum	8,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			School Yard Rap : African American and Latinx student engagement and curriculum.	8,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher Professional Learning and Development. **No IEPs**	12,054.00
G1A2	One-time School	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for students.	14,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Assists all Goal 1 and Goal 3 actions.	16,132.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

\$257,030.00

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	✓		76.4 %	2021-2022	84.5 %

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.

79% of students responded favorably in the Climate and Culture survey on the question "Students at this school are prepared for life with real life experiences."

Students will experience a technology based course that introduces them to pathway aligned fields that relate to current industry needs and articulate to Edison High School pathways in order to have all students experience STEM/CTE based fields.

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.

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

Exposure to STEM/CTE fields, resources and experiences due to the unavailable elective courses or student intentionally not taking STEM/CTE elective courses.

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).

Professional Learning, vertical articulation with pathways at Edison High School. Release time for teachers to collaborate and plan activities.

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 2022-23 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.

7th Graders will take a computer science course as an elective course designed to build skills to prepare them for the STEM/CTE elective offerings in 8th grade.

8th Graders will take STEM/CTE elective wheel to ensure exposure to the Edison pathways.

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:

Hands on and relevant learning experiences for all students

2 ELAC:

3 Staff:

Funding for STEM competitions, materials and supplies, and increase vertical articulation with Edison High School in order to plan and prepare middle school program to align with the High School pathways.

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 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.
- 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.

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

Owner(s):

- Administration
- Teacher Librarian
- Library Tech
- Teachers

Timeline:

- Monthly review of data and assess inventory needs.

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

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

2022-2023 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	One-time School	Instruction	Nc-Equipment			Lab upkeep, technology, supplemental materials	5,000.00
G2A1	One-time School	Instruction	Direct-Graph			Graphics to support printing of handbooks and student materials.	3,000.00

\$8,000.00

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	✓		20.22 %	2021-2022	12.62 %
Suspension Rate - Semester 1	✓		2.08 %	2021-2022	1.75 %

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.

Attendance as of 3/3/22:
 4.26% of students are in the Severely Chronic Absenteeism rate
 16% of students are in the Chronic Absenteeism rate
 22.84% of students are in the Manageable Absenteeism rate

Behavior:
 12 out of 25 misbehavior incidents as of 3/3/22, were Hispanic students.
 19 out of 25 misbehavior incidents as of 3/3/22, occurred within a classroom setting.

Engagement Data:
 As of March 4, 2022, 86.71% of 7th and 8th grade students are engaged in Arts, Athletics, and Activities.

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

Pandemic and quarantine requirements affected student attendance.
 Connections and relationship between staff and students, student to student relationship, due to pandemic year requiring students to go online for instruction.

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).

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.

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 2022-23 SPSA.

Continue to utilize the office assistant to make phone calls home in regard to attendance.
Quarterly goal setting with identified students in the chronic absenteeism category. Provide quarterly recognition to individual students with improved attendance.
Increase home visits with Home School Liaison and Child Welfare and Attendance staff to connect with families and offer support resources as needed.
Creating a Recruiting Committee 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.

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.

2 ELAC:

3 Staff:

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

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 activity. 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.
- Purchasing and instructing all coaches and advisors on the operation of lanyards and scanners towards more streamlined data collection for the engagement tool.
- Funding supplies and materials for 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
- Admin

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 2022

Spring 2023

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 Goal 2 activities
- Calendar of Engagement Activities communication to all stakeholders
- Schoolwide activities materials and supplies including but not limited to technology
- Implement Year round Multicultural celebrations
- Funding for staff and students workshops/conferences
- Club Rush activities at least once per quarter
- 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, Climate and Culture, and Restorative Practice 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 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.

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

SEL referrals (recorded numbers) will indicate the actual number of students needing the supports

Owner(s):

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

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 April 2022

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
- Quarterly Student Success Workshops
- 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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

- Student group goal setting
- Parent workshops and outreach
- Student incentives

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: <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](#)

- Attendance Reports
- ATLAS Engagement reports

[Owner\(s\):](#)

- Attendance Clerk
- Child Welfare Attendance Specialist
- HSL
- Campus Culture Director
- Admin

[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
- Admin

[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 SchoolMessenger reports, Peachjar, 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):

- CWA
- Admin

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.

2022-2023 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	One-time School	Instruction	Direct Trans			Transportation to support student engagement, extracurricular, and enrichment opportunities.	7,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	Supports all actions in goals 1-3.	32,631.00

\$39,631.00

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	✓		80.69 %	2021-2022	85 %

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 the current (21/22) school year staff utilized consensus style decision making through whole staff meetings. Staff met to determine direction and course of action regarding site planning and decision making. New site leadership has implemented collaborative decision making through implementation of Department Chairs and Instructional Lead Teachers.

Data from School Climate Survey shows two primary causes for decrease in organizational culture domain.

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.

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

Prior years consensus style decision making may not have been conducive to providing an environment of equity of voice.

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/current site leadership has implemented the use of Department Chairs (DC) and Instructional Lead Teachers (ILT) for collaborative decision making. DC have monthly meetings with site administration for organizational needs and goals. DC hold department meetings to allow for all teachers within department to share thoughts, feelings, and ideas in a smaller more intimate setting. DC speak on behalf of all teachers within the department and the collective decision of the department. Teachers within department may utilize DC for organizational concerns, support, and feedback. Departments were funded \$1500 each to support departmental instructional needs. ILT meet with site administration to review instructional data, plan and implement instructional strategies within PLCs. Teachers within PLC may utilize ILT for instructional support, concerns, and feedback as it relates to instruction.

Implemented monthly staff appreciation events and celebratory recognitions to begin each staff meeting.

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 2022-23 SPSA.

Department Chairs and Instructional Lead Teachers will continue to be utilized to allow for teachers to have the additional organizational and instructional support needed. Department teachers will vote for the teacher within their department to represent as the DC. ILTs will continue to serve in the capacity of instructional lead and regional representative. ILT is made through the application process as outlined from teacher development. Monthly meetings will continue with DCs and ILTs for purpose of collaboration and planning. Funding for departments and instructional support will continue to be provided.

Monthly staff appreciation and recognition events. Includes but not limited to: breakfasts, luncheons, celebratory events, etc.

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:

2 ELAC:

3 Staff:

Continue to utilize DCs and ILTs for equity of voice. Ensure clarity when surveys will be utilized for staff voting on matters.

Action 1

Title: School Wide Cultural Proficiency and Engagement

[Action Details:](#)

Staff will engage in Cultural Proficiency PL to better meet the needs of students and staff in developing awareness and improving in culturally responsive teaching and relationships. This will be accomplished using the following strategies:

- Professional Learning.
- Conferences that focuses on culturally responsive teaching.
- Book Studies
- Curriculum encompasses 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.

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

Owner(s):

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

Timeline:

- Monthly implementation of cultural awareness and diversity in staff meetings.
- Staff to engage in Cultural Proficiency Trainings Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **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 Professional Development or Staff Services to support 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 Professional Development or Staff Services 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.

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	✓		87.12 %	2021-2022	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.

Due to the pandemic, limited opportunities for on-campus family engagement and collaboration.

85% of families responded favorably on the FUSD Fall Climate/Culture Family Survey question "My child's school encourages family participation."

81% 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."

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

Due to quarantine requirements, home environment, technology, internet connectivity affected attendance which contributed to missing instruction.

Due to the lack of parent engagement activities, there were limited learning opportunities for parents to support students with the distant learning instruction.

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).

Virtual orientation provided for incoming 7th graders and parents

Parents attended an onsite Back to School Night, Winter Concert, and Theatrical Live Performances.

Increase staff to parent communication through phone calls, emails, school messenger, in-person and virtual Parent-Teacher Conferences

Consistent Weekly Principal Messages and emails through school messenger.

Parent communication through school website.

Spanish translation 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 2022-23 SPSA.

Parents attend onsite events inclusive of but not limited to Back to School Night, Open House, Coffee Hours, and other instructional services meetings.
Increase staff to parent communication through phone calls, emails, school messenger, in-person and virtual Parent-Teacher Conferences
Consistent Weekly Principal Messages and emails through school messenger
Parent communication through school website
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:

Translation services needed for Spanish speaking parents.

2 ELAC:

3 Staff:

Intentional recruitment events to increase and promote magnet program and increase student, parent, and applicants headed by Computech staff.
Translation services needed for Spanish speaking parents.

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.

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 Computech Showcase Nights
- 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.
- Funding variety of software/hardware toward increasing STEM/CTE/technology usage and academic levels for real-world experiences.

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:

July 2022-November 2022.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Quarterly 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

Specify Direct Service and Opportunities for parents and families to support EL students:

- Materials for STEM/CTE
- STEM/CTE programs, training and materials
- Student Leadership
- Transportation and communication directed toward future students
- WEB
- Translation services for outreach and communication of programs offered, and STEM magnet opportunities

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Materials for STEM/CTE
- Quarterly 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

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, "When I have a concern, I know whom to contact" and "I participate in my child's school sponsored meetings/councils")

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 and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Parent Meetings and Workshops to offer resources
- Office Assistant Position funded in support of parent 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 Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2022-2023 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
G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parent meetings	392.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation supplies -No food or incentives.	1,860.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement materials and supplies, and food incentives	2,000.00
G5A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Parent EL services noontime supplemental contracts for Parent Meetings, Magnet Nights, and Orientation	655.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Ovr			Parent EL services	1,048.00

\$5,955.00

2022-2023 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, equipment, supplemental materials and supplies to support instruction.	18,073.00
G1A1	Title 1 Basic	Instruction	Travel			Professional Development registration and travel costs. \$10,000 split funded with 3010 (\$1,803) & 7090 (\$8,197)	1,803.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buy out for Ethnic Studies (Social Science). G1A2, G1A3	10,928.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buy Out split between two Athletic Directors, one director per semester. G1A2, G1A3	10,928.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts for supporting students. ** No IEPs**	12,380.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, incentives to support and improve student academic performance.	37,284.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff Determined Budget-classroom and site materials	20,197.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials, supplies, and services to support academic achievement and school improvement	51,000.00
G1A1	Sup & Conc	Instruction	Travel			: Professional Development registration and travel costs. \$10,000 split funded with 3010 (\$1,803) & 7090 (\$8,197)	8,197.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Instructional materials/supplies, student incentives, and professional learning to support EL students.	4,968.00
G1A1	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Pep Buyout for Elective (Art or Spanish). G1A2, G1A3.	10,928.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials, supplies, and services to support academic achievement and school improvement. **No food or incentives**	6,158.00
G1A1	One-time School	Instruction	Direct-Maint			Maintenance for copiers and technology support	6,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Khepra Curriculum Group : Ethnic studies curriculum	8,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			School Yard Rap : African American and Latinx student engagement and curriculum.	8,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher Professional Learning and Development. **No IEPs**	12,054.00
G1A2	One-time School	Instruction	Travel			Travel and conference fees for PL in support of instructional practice for students.	14,000.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.2500	Assists all Goal 1 and Goal 3 actions.	16,132.00
G2A1	One-time School	Instruction	Nc-Equipment			Lab upkeep, technology, supplemental materials	5,000.00
G2A1	One-time School	Instruction	Direct-Graph			Graphics to support printing of handbooks and student materials.	3,000.00
G3A1	One-time School	Instruction	Direct Trans			Transportation to support student engagement, extracurricular, and enrichment opportunities.	7,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Supports all actions in goals 1-3.	32,631.00
G5A2		Parent Participation	Oth Cls-Supp				202 00

G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp	Babysitting for parent meetings	397.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp	Parent participation supplies -No food or incentives.	1,860.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp	Parent involvement materials and supplies, and food incentives	2,000.00
G5A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp	Parent EL services noontime supplemental contracts for Parent Meetings, Magnet Nights, and Orientation	655.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Ovr	Parent EL services	1,048.00
					\$310,616.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,759.00
Sup & Conc	7090	\$181,755.00
LCFF: EL	7091	\$6,016.00
One-time School	7099	\$68,086.00
Grand Total		\$310,616.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$257,030.00
G2 - Expand student-centered and real-world learning experiences	\$8,000.00
G3 - Increase student engagement in their school and community	\$39,631.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,955.00
Grand Total	\$310,616.00