

Edison Computech Middle

10621666103840

Principal's Name: Bradley Berrett

Principal's Signature:  on behalf of B. Berrett

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 - Bradley Berrett	X				
2. Chairperson - Julie Wong				X	
3. Hugo Morales				X	
4. Carrie Wise				X	
5. Julio Tejeda		X			
6. Corina Valdivia		X			
7. Ah Her			X		
8. Eileen Swift			X		
9. Alejandro Morales					X
10. Jasiel McGrew					X
11.					
12.					
13.					
14.					
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: Edison Computech Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bradley Berrett		2/10/21
SSC Chairperson	Julie K. Wong		10 Feb 2021

5/25/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$50,310 *
7090	LCFF Supplemental & Concentration	\$169,360
7091	LCFF for English Learners	\$762
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$11,680</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$232,112

* 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	\$1,755
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$48,555</u>
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Total Title I Allocation	\$50,310
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Computech Middle 2021-2022 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
One D or F on Any Report Card (Grades 02-12)		53.33 %	2020-2021	45.33 %
I-Ready ELAD2 On Level		76.01 %	2020-2021	82.01 %
I-Ready Math D2 On Level		75.41 %	2020-2021	80.41 %
I-Ready Math D2 On Level (African American)		57.89 %	2020-2021	64.89 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

I-Ready ELA D2 On Level

7th grade improved from 70% to 77% on grade level.
8th grade declined from 67% to 66% on grade level.

I-Ready Math D2 On Level

7th grade improved from 69% to 75% on grade level.
8th grade decreased from 65 to 56% on grade level.

One D or F on Any Report Card (Grades 02-12)

Last year 35.6% of students had one or more D/Fs, and that number rose significantly to 52.6% in the second quarter of this year.

I-Ready Math D2 On Level (African American)

African American students on diagnostic 2 in iReady scored 57.89% on grade level, in comparison with

2

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

I-Ready ELA D2 On Level

Distance learning complications related to technology access, internet, and learning resources as well as effective learning environments during distance learning.

I-Ready Math D2 On Level

African American subgroup performed lower in Math on diagnostic 2. There are concerns regarding accessibility to technology and resources related to distance learning.

One D or F on Any Report Card (Grades 02-12)

There are concerns about home environments for distance learning, as well as resources available including technology and reliable internet access for distance learning.

I-Ready Math D2 On Level (African American)

African American subgroup performed lower in Math on diagnostic 2. There are concerns regarding accessibility to technology and resources related to distance learning.

school wide 75.41%.

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.

The actions that were planned for last year were largely contingent upon a return to school in person. As a result of having to shift to distance learning, the majority of actions had to be re-evaluated and changed. Incentives, rewards, interventions, and planning were all disrupted due to distance learning. This also resulted in budget expenditures being altered drastically.

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 2021-2022 SPSA.

This year, Computech will be implementing the following in order to improve academic performance at challenging levels:

Participation in conferences for Math regarding best practices for supporting specific subgroups - particularly African American students.

PL in culturally responsive teaching through book studies, PL, and resources.

Rewards, interventions, and follow up meetings to encourage and support student achievement in an in-person model.

Return to practices held prior to distance learning as best practices, while incorporating newly learned elements of distance learning.

Quarterly and progress report period checks and follow up with students.

Step 4: Stakeholder 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:

Discussed the need for examining resources for all students, looking into subgroups.

2 ELAC:

Part of SSC group - translation services and outreach

3 Staff:

Incentives and rewards for students to encourage achievement as well as professional learning to be able to support student achievement are requested by staff.

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:

- Renewing site licenses for assessment/intervention software(s)/hardware(s).
- 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 up to 8 hours of supplemental pay per lead teacher.
- Scheduling and providing up to 8 hours of supplemental pay per Climate and Culture Team Member.
- Purchasing replacement projector/projector bulbs.
- 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. **Purchases based on staff agreed upon determined needs and supplies.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of increasing opportunities to support literacy and math instructional best practices. **Purchases based on staff agreed upon determined needs and supplies.
- Providing a substitute for (3) days per each CORE teacher (8 teachers) in order to encourage/allow attendance at various professional development and professional learning opportunities oriented toward increased student understanding and achievement.
- 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

Owner(s):

- Administrative Team
- ILT
- Testing Coordinator

Timeline:

- IPG completed weekly by admin (12 a week; 2 with a partner)
- Report pulled quarterly
- Revolving throughout the 2021-2022 school year (baseline of at least (2) CFAs per quarter with an emphasis on RTI)

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

- 504s (initial)
- D and F Chats
- Parent Meetings
- SSTs (initial)
- Tiger Academic Assessment Meetings

Owner(s):

- 504 Coordinator
- AC²
- Classroom Teacher

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

- "1 F" lists
- Flyers and Fallers

Owner(s):

- AC²
- Office Assistant

Timeline:

- "1 F" List—Bi-weekly (beginning in September after 1st deficiency notice)
- Flyers and Fallers—Weekly

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

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1)
- Adopted curriculum supplemental materials
- Assessment software/hardware
- Monday FUNday
- STEM/CTE training, materials and programs
- WoW (Week of Welcome)

Specify enhanced services for EL students:

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1)
- Adopted curriculum supplemental materials
- Assessment software/hardware
- Cultural Proficiency to explore supports for demographic groups regarding needs
- Google Translate
- Quarterly check in with EL students
- RFEP monitoring
- STEM/CTE training, materials and programs
- WEB leaders

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for midyear transfers
- 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)
 - CFARubric for Edison region
- Creating a supplemental contract pool for teachers desiring to turn professional development and professional learning opportunities around the Instructional Practice Guide (IPG) into action steps. 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
- Creating a Computech Best Practices Guides
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas.
- Continuing professional learning around to include but not be limited to: IPG, *Learning By Doing*, Restorative Practices, MTSS and Cultural Proficiency
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher.

- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member.
- Scheduling and providing up to four (4) hours of supplemental pay per teacher.

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

- CFARubric data
- IPG data
- iReadyDiagnostic data

Owner(s):

- Administrative Team
- ILT
- Testing Coordinator

Timeline:

- Instructional walks completed weekly
- Report pulled quarterly
- Revolving throughout the 2021-2022 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 2021 survey

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

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware
- GVC
- Monday FUNday
- STEM/CTE training, materials and programs
- WoW (Week of Welcome)

Specify enhanced services for EL students:

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1)
- Adopted curriculum supplemental materials
- Assessment software/hardware
- Monday FUNday
- RFEP monitoring
- STEM/CTE training, materials and programs
- WEB leaders
- WoW (Week of Welcome)

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1)
- Adopted curriculum supplemental materials
- Assessment software/hardware
- Monday FUNday
- STEM/CTE training, materials and programs
- WEB leaders
- WoW (Week of Welcome)

Action 3

Title: Computech Eligibility & Intervention

Action Details:

Pursue Excellence Through...

Computech Eligibility and Intervention goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing weekly student eligibility. Action steps to include, but not be limited to:

- Funding Academic Counseling tools and resources including academic tiered intervention materials and supplies, incentives and other methods of student recognition, including food.
- Creating and delivering effective professional development around intervention best practices.
- Continuing to fund and additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, "1F" lists, Flyers and Fallers etc.
- Continuing to provide teacher release days for planning and reviewing student data
 - PITS Time
 - (1) Planning Day per Quarter for 7th and 8th CORE
- Continuing to provide teacher (4) hours supplemental pay for planning and reviewing student data.
- Continuing to improve upon current student recognition programs as a means for motivating students toward success
 - Blackbeard's Incentive Night in January
 - Tiger of the Month
- Creating new student recognition programs to motivate ALL students toward increasing personal academic and personal success
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction.
- Providing coverage for teachers as needed for their participation in the 504, SST, IEP, etc. process within the confines of the school day.
- Partial funding for additional time for Campus Safety to support after school program in enrichment and intervention.
- 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

Gradebook Last Updated reports

Owner(s):

- Office Assistant
- Teaching staff
- Vice Principal

Timeline:

- Baseline report pulled September 2021 (PRIOR to deficiency notices)
 - Following reports pulled every 2 weeks after initial report

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

- "1F"
- Flyers and Fallers data to staff
- Weekly ATLAS reports for eligibility

Owner(s):

- AC²
- Office Assistant
- Teaching staff

Timeline:

- Baseline report pulled September 3, 2021
 - Following reports pulled weekly on Friday AM

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

- 2nd semester onboarding day for mid-year transfers
- After School Program Supports for intervention through ASES
- Availability of direct counseling services for all students in a tiered format of implementation

- Small group academic conferences
- STEM/CTE materials, technology, training, programs
- Tiger Academic Assessment Meetings

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- RFEP monitoring
- Small group academic conferences
- STEM/CTE materials, technology, training, programs
- Tiger Academic Assessment Meetings - focused on EL students

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Small group academic conferences
- STEM/CTE materials, technology, training, programs
- Tiger Academic Assessment Meetings

2021-2022 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	Bks & Ref			Assessment and Student Software (Quia, Nearpod, Khan, Turnitin, Brainpop, Robotics)	5,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Instructional Leadership Team Planning - 10 staff members for 8 hours of planning @ per diem	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff Determined Budget- classroom and site materials	67,062.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Professional Development Subs for attending Professional Development, as well as cost of PD. - No IEPs	4,998.00
G1A2	Title 1 Basic	Instruction	Travel			Conference Registrations and Travel for PL in support of student instructional practice. (Math conference)	4,849.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning Time - Substitutes for PLC Work - Extended Planning	2,997.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Conference Fees for PL in support of instructional practice for students.	4,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation to support Forensics, Zoo (Science), and Aquatics to encourage student engagement.	3,500.00

\$100,089.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Student-centered real world learning experience - Site Defined

100% of 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 a minimum of 3 soft-skills presentations that are aligned to career pathways.

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-centered real world learning experience - Site Defined

Exposure of under-represented groups in STEM fields is problematic.

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.

The actions that were planned for last year were largely contingent upon a return to school in person. As a result of having to shift to distance learning, the majority of actions had to be re-evaluated and changed. Hands-on and project-based learning opportunities were eliminated. Site sought virtual experiences, but those were limited this year. This also resulted in budget expenditures being altered drastically and being spent on infrastructure moving forward.

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 2021-2022 SPSA.

Students will participate in the following events this coming year:

2 year Technology program aligned to Edison High School's pathways (7-12 magnet program).

Anticipating a return to campus and greater access to hands-on and project-based learning particularly in STEM/CTE courses, but also in core subjects.

Discussions among staff regarding 8th grade technology elective and alignment to Edison High School with continue in support of exposure of under-represented groups in STEM/CTE courses to implement in future year.

Step 4: Stakeholder 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/relevant learning experiences for students with safety in mind.	2 ELAC: Part of SSC	3 Staff: Need for funding for additional STEM related competitions. 2 year Technology coursework articulated and aligned to Edison HS. Showcase and magnetism of site better articulated and communicated to stakeholders.
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Action 1

Title: Computech Magnetism, Diversity & Outreach

Action Details:

Pursue Excellence Through...
Computech Magnetism, Diversity, and Outreach goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing school Magnetism/Matriculation, increasing interest, achievement and understanding in use of technology, STEM/CTE.

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 Tiger 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
- Creating a "Welcome to Tiger Town" Swag Station.
- Continuing to develop new and innovative elective offerings and experiences.
- Providing substitutes for teachers attending conferences/professional development/learning opportunities oriented towards continuous improvement of outreach strategies, ensuring equity and access to all groups as well as increasing overall magnetism of Computech.
- Continuing to purchase an assorted variety of software/hardware toward increasing STEM/CTE/technology usage and academic levels for the 21st Century College and Career Readiness toward increasing unique and innovative learning opportunities available to Computech students thereby increasing overall magnetism of Computech Middle School.
- Continuing to purchase devices and equipment for the purpose of refreshing, maintaining and operating innovative STEM lab experiences and supplying devices for the checkout system in the library and computer labs.

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

- Number of students attending individually requested/scheduled tours
- Number of students, parents and families attending Tiger Showcase Nights
- Raw number of applications

Owner(s):

- Department of Equity and Access
- Office Assistant
- Transfers Office
- VP

Timeline:

- August 2021 through December 2021

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

- 2nd semester onboarding day for midyear transfers
- Monday FUNday
- Quarterly Club Rush activities
- STEM/CTE programs, training and materials
- Student Leadership
- Tiger Showcase Nights
- Communication directed toward future students
- Video creation for outreach and magnetism
- WEB
- WoW (Week of Welcome)

Specify enhanced services for EL students:

- 2nd semester onboarding day for midyear transfers
- Materials for STEM/CTE
- Monday FUNday
- Quarterly Club Rush activities
- STEM/CTE programs, training and materials
- Student Leadership
- Transportation and communication directed toward future students
- WEB
- WoW (Week of Welcome)
- Translation services for outreach and communication of programs offered, and STEM magnet opportunities

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for midyear transfers
- Materials for STEM/CTE
- Monday FUNday
- Quarterly Club Rush activities
- STEM/CTE programs, training and materials
- Student Leadership
- Tiger Showcase Nights
- Communication directed toward future students
- WEB
- WoW (Week of Welcome)

Action 2

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.
- Purchasing relevant software in order to enhance student interactions with industry standard software.
- 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.

- Attending conferences toward technology infusion increasing academic achievement through technology infusion and best practices.
- Purchasing and/or renewing an assorted variety of both assessment and non-assessment-oriented software(s) toward increasing both the quantity and quality of formative and summative as well as more focused data collection and analysis toward intervention for students.
- Purchasing devices and equipment for the purpose of refreshing, maintaining and operating STEM Exploration labs and supplying devices for the checkout system in the library and computer labs.
- Continuing to fund and additional (2) hours to a 6-hour Office Assistant position to assist in increasing communication, running ATLAS reports, etc. for parent/student information.
- Continuing to offer student opportunity for CTE Certifications.
- Career Fair planning, materials, and commitment in order to tie counseling "Career Cruising" to Tiger alumni with similar/matching careers.
- Providing opportunities for all students to use the flight simulator (in partnership with Boeing) even if not enrolled in a STEM/CTE elective
- Highlighting the connection to the EHS Pathways, industry level certification opportunities, etc. through marketing and communication via PeachJar, SchoolMessenger, etc.
- Ensuring the largest number of 8th grade students possible attend CTE on Tour through attendance incentives (if needed and necessary).
- Encouraging participation in Tournament of Technology (TOT) through enrollment in our STEM/CTE electives.
- Funding extra pay contracts for TOT coaches and advisors in order to create as many opportunities for student participation as possible (more coaches = more events).
- Creating new and innovative ways to recognize student achievement/progress in the elements of the FUSD graduate profile
- Creating recognition, incentive programs for students attempting/earning industry level certification.

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):

- Library Tech
- Principal
- Teacher Librarian

Timeline:

- Use recorded in arbitrary spans of time (9x)

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

- 2nd semester onboarding day for mid-year transfers
- 7th grade required Computers class
- 8th grade technology-based elective(s)
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- Technology based software(s) used towards identification and intervention
- Technology learned and used by all students

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- 7th grade required Computers class
- 8th grade technology-based elective(s)
- Google Translation Services
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- RFEP Monitoring
- Technology based software(s) used towards identification and intervention
- Technology learned and used by all students

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- 7th grade required Computers class
- 8th grade technology-based elective(s)
- Materials, training, technology and programs around STEM/CTE
- Purposeful use of technology in all classes
- Technology based software(s) used towards identification and intervention
- Technology learned and used by all students

2021-2022 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	Sup & Conc	Instruction	Direct-Graph			Graphics to support printing of handbooks and student materials.	3,000.00
G2A2	Title 1 Basic	Instruction	Nc-Equipment			: Lab upkeep and technology in support of student learning and engagement. *Split funded with 7090	5,988.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Staff Contract for Tournament of Technology and CTE related competitions.	5,268.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			Lab upkeep and technology in support of student learning and engagement. *Split funded with 3010	10,185.00
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	*Supports all Goal 3 Actions	15,430.00
G2A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.0500	1.0 FTE Position: 0.75 FTE Safety Office 0.20 FTE ASP -ASES 0.05 FTE Site Funded *Supports all Goal 3 Actions	3,307.00

\$43,178.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		0.37 %	2020-2021	0 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

Due to shift to distance learning, most elements defined in the SPSA were not relevant. Communication and online access became focus for attendance.

Suspensions students with 1 or more

Due to shift to distance learning, most elements defined in the SPSA were not relevant as we did not have students on campus. Communicating expectations for online learning became the focus for behavior.

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

Chronic Absenteeism

Among students that are white this number was over 1% due to unexcused absences, in most instances related to travel or independent study that was not completed.

Suspensions students with 1 or more

No inequities that led to different data points - no suspensions due in large part to distance learning - communicating expectations.

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.

The actions that were planned for last year were largely contingent upon a return to school in person. As a result of having to shift to distance learning, the majority of actions had to be re-evaluated and changed. Incentives, rewards, interventions, and planning were all disrupted due to distance learning. This also resulted in budget expenditures being altered drastically.

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 2021-2022 SPSA.

In the return to in-person instruction, Computech will resume monitoring participation in Arts, Activities, and Athletics (previously known as Goal 2) of which we had 71.588% last year, currently have 71.23% this year, but with a goal of 100% of students involved - once we begin athletics, after school, and more of our clubs, competitions, and activities in person.

Step 4: Stakeholder 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:
Need for interaction for students, following safety protocols.	Part of SSC	Need for engagement among students - return to in-person activities and experiences.

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:

- Updating current materials regarding engagement opportunities.
- Creating new 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.
- Providing supplies and materials for WEB, coaches, advisors, and other engagement related meetings for increasing student participation.
- Providing opportunities and events for engaging students in academic success.
- Supplementing activities of additional experiences for students including, but not limited to: Computech Forensics and Debate Team, Aquatics Program, Music Program, Tournament of Technology, Math-o-Rama, Science fieldtrips or experiences, Science Bowl, and Science Olympiad. Assisting with coaching, transportation, materials and supplies, and fees, among other expenses.
- 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
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Engagement Quarterly Checkpoints

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

- After School Program Coordinator (ASES)
- Athletics Director
- Campus Culture Director
- Office Manager/Office Assistant
- VP

[Timeline:](#)

- Report pulled quarterly
 - October 8, 2020
 - December 17, 2020
 - March 18, 2021
 - June 10, 2021

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

Student Interest

Owner(s):

- After School Program Coordinator (ASES)
- Athletics Director
- Campus Culture Director
- Office Manager/Office Assistant
- VP

Timeline:

- Raw number sign ups at Club Rush activities
- Goal 2 Quarterly checkpoint reports pulled 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:

- Available after April 2022

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

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Engagement Activities
- Engagement Information Sessions
- Leadership (class and activities as a result of)
- Materials, technology and programs for CTE/STEM
- Monday FUNday
- Multicultural/Diversity Fair
- Quarterly Club Rush activities
- WEB
- WoW (Week of Welcome)

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- BYOD
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Engagement Activities
- Engagement Information Sessions
- Leadership (class and activities as a result of)
- Materials, technology and programs for CTE/STEM
- Monday FUNday
- Multicultural/Diversity Fair
- Quarterly Club Rush activities
- RFEF Monitoring
- WEB
- WoW (Week of Welcome)

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Engagement Activities
- Engagement Information Sessions
- Leadership (class and activities as a result of)
- Materials, technology and programs for CTE/STEM
- Monday FUNday
- Multicultural/Diversity Fair
- Quarterly Club Rush activities
- Specific clubs and activities targeting student groups that are not engaged in Engagement
- WEB
- WoW (Week of Welcome)

Action 2

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 (i.e., alongside STEM/CTE oriented trainings) with appropriate school personnel.
- Continuing to provide social-emotional support from additional funding for school psychologist and social worker.
- Increasing targeted communication measures to all identified student groups and their parents
- Establishing new benchmark events towards celebrating attendance successes.
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events
- Establishing inaugural student connection events/groups, such as Lawn Chair Lunch, WoW, WEB, etc. to encourage attendance and connections through student bonding and leadership led activities.
- Continuing to provide materials (backpacks, clothes within standard of dress, etc.) for identified students through use of the Tiger Pantry

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

- ATLAS reports indicate the quantity of interventions and the person(s) responsible for the implementation and/or follow up.
- ATLAS Engagement reports

Owner(s):

- AC²
- Attendance
- GLA
- SSW
-

Timeline:

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

- Daily attendance

Owner(s):

- Attendance
- GLA
- OA

Timeline:

- Students of concern pulled from ATLAS every 6th Friday

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 Reports, Remind, MailChimp, 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):

- OA
- Principal

Timeline:

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

- 2nd semester on-boarding day for midyear transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Materials, training, programs, technology for STEM/CTE
- Quarterly Attendance Celebrations
- Tiger Academic Assessment Meetings (1-1)

Specify enhanced services for EL students:

- 2nd semester on-boarding day for midyear transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Materials, training, programs, technology for STEMCTE
- Quarterly check ins with EL students with chronic absences
- RFEF Monitoring
- Tiger Academic Assessment Meetings
- WEB leaders

Specify enhanced services for low-performing student groups:

- 2nd semester on-boarding day for midyear transfers
- Availability of direct counseling services for all students in a tiered format of implementation
- Materials, training, programs, technology for STEMCTE
- Quarterly Assessment of student groups and chats to determine interventions.
- Tiger Academic Assessment Meetings (1-1)
- WEB leaders

Action 3

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.
 - Social Emotional support is increased in the form of adding a 0.4 FTE for Social Worker.
- Continuing to provide monies towards student connection activities (WOW) and WEB in order to encourage connections and relationships through student bonding and leadership led activities.
- Establishing a second on boarding day for mid year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.

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 that may not be self-referring

Owner(s):

- GLA
- SSW
- Tiger Den

Timeline:

- Numbers submitted each month on the last day of the month

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

Suspension/misbehavior data (ATLAS) will indicate the effectiveness of Tier I and Tier II responses, interventions and supports as well as appropriate individual teacher use of ATLAS

Owner(s):

- VP

Timeline:

- Report pulled quarterly

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):

- Administrative Team
- Climate Culture Team

Timeline:

- Available April 2021

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

Observational data (IPG) will indicate the implementation of both district and site expectations

Owner(s):

- Administrative Team

Timeline:

- Weekly by the admin team
- Report pulled quarterly

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

- 2nd semester onboarding day for mid-year transfers
- Advisory/Class Meetings curriculum (Second Step)
- Social Emotional Supports
- Character Assemblies
- Computech Connections (student version)
- Computech Student Portal
- Cultural Proficiency and celebrations of diverse demographic groups
- Monday FUNday
- PBIS
- Quarterly attendance celebrations
- Recognition incentives
- Student Leadership
- Training, materials, technology and programs for STEM/CTE
- WEB
- WoW
- Campus Expectations and supports communicated online and with signage on campus

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- Advisory/Class Meetings curriculum
- Social Emotional Supports
- Computech Connections (student version)
- Computech Student Portal
- Cultural Proficiency and celebrations of diverse demographic groups
- Monday FUNday
- PBIS
- Quarterly attendance celebrations
- Quarterly Character Assemblies
- Recognition incentives
- Student Leadership
- Training, materials, technology and programs for STEM/CTE
- WEB
- WoW

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- Advisory/Class Meetings curriculum
- Social Emotional Supports
- Computech Connections (student version)
- Computech Student Portal
- Monday FUNday
- PBIS
- Quarterly attendance celebrations
- Quarterly Character Assemblies
- Recognition incentives (academics)
- Student Leadership
- Training, materials, technology and programs for STEM/CTE
- WEB
- WoW

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for Water Polo and Aquatics to support student engagement in Activities and Athletics.	5,988.00
G3A2	One-Time School	Instruction	Mat & Supp			: Tiger Pantry - Student materials, supplies, clothing, etc. to support student needs to encourage attendance and keep students in school.	2,000.00
G3A2	One-Time School	Instruction	Mat & Supp			: Rewards and Incentives to encourage student attendance - Lanyards, Gear, etc.	4,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	*Support all student Goal 1-3	27,100.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Planning Hours - 8 hours for 6 staff @ per diem rate.	4,309.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintaining facilities for instruction of students.	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	*Support all student Goal 1-3	27,100.00

\$73,497.00

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	Current Target	Actual	As Of	Target
Student Survey - Caring adult		70.87 %	2019-2020	77.87 %
Student Survey - Included (Asian)		47.5 %	2019-2020	57.5 %
Student Survey - Included (African American)		59.26 %	2019-2020	65.26 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

Lack of candidates in interview pools did not promote hiring of individuals of diverse backgrounds. Limited staff meetings as a result of distance learning schedules did not promote cultural proficiency as much as intended.

Student Survey - Included (African American)

Challenges of distance learning limited ability to implement activities in person and shifted focus to resources for learning. Despite challenges, 62% reported a sense of belonging (increase from 61% last year).

Student Survey - Included (Asian)

Lack of activities and events due to distance learning, despite those challenges, reported 62% that felt a sense of belonging (decrease from 66% last year).

Student Survey - Caring adult

74% of students responded that there is an adult that cares about them on campus, which is down from 75% last fall - may be in part attributed to lack of in-person connections.

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

Staff Goal - Site Defined

Lack of candidates in interview pools did not promote hiring of individuals of diverse backgrounds. Limited time and availability of staff PL due to distance learning schedules.

Student Survey - Included (African American)

Access to resources - including technology and reliable internet.

Student Survey - Included (Asian)

Did not have an advisor for Asian Student Union Club this year in light of distance learning challenges and lack of advisor. Events and activities that take place in person were not available due to distance learning.

Student Survey - Caring adult

Distance learning creates inequities with regard to connections due to resources and limited to online availability.

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.

The shift to distance learning made many of the original plans irrelevant, causing adjustments to be made in all areas. Budget dollars were also reallocated as a result of the inability to be in person and have the intended

activities, connections, and trainings as a result of limited staff meeting structures and PL needs associated with distance learning.

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 2021-2022 SPSA.

Next year staff will continue in cultural proficiency training, but with additional time and resources including:

- Books and resources that have been ordered and will continue to be evaluated and purchased.
- Book studies - including small stipends for staff leaders to organize and implement among staff
- Goal being that all staff will participate in quarterly training (PL)

Specific efforts to hire for diverse backgrounds that match our community are being made through outreach to human resources and through staff connections as positions come available.

- Positions to be shared with HR and staff to be aware of qualified candidates of diverse backgrounds that match our student populations - currently Latino being 70% of student population and Asian being 13% of the population of students - these are specific subgroups that are most underrepresented in teaching staff.

Activities and events that promote multicultural celebrations and inclusion:

- Displays that celebrate diversity on campus
- Multicultural rallies and celebratory events monthly (Staff and Leadership assisted)

Step 4: Stakeholder 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: Staff continue to work to build connections with students and community.	2 ELAC: Part of SSC	3 Staff: Need for safe and professional training in cultural proficiency that is centered on learning and not punitive in nature.
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Action 1

Title: Cultural Proficiency

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
- Book Studies
- Curriculum Development

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 and Book Studies
- Development of Curriculum that is responsive to diverse cultures
-

Owner(s):

- Administration (Principal, Vice Principal, GLA)
- Staff

Timeline:

- Staff to engage in Cultural Proficiency Trainings Quarterly
- Book Study to be held Quarterly

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

Professional Development will be offered at minimum quarterly. Book Studies will also be held in order to promote cultural awareness with students and among staff members. Books purchased for both PL and Book Studies, in conjunction with a steering committee. Supplemental Pay for Leads in Cultural Proficiency Work to plan and present to staff.

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

Specify Professional Development or Staff Services to support low-performing student groups:

- Books/Curriculum purchased in support of instructional practice for students from low-income families
- PL and Conferences to support teaching students from low-income families

2021-2022 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	Teacher-Supp			Cultural Proficiency Lead Contracts to support PL through elements such as general PL and Book Studies	2,394.00
G4A1	One-Time School	Instruction	Mat & Supp			: Books, Materials, and Supplies for Cultural Proficiency PL.	5,680.00

\$8,074.00

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	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.01 %	2019-2020	100 %
Parent Survey - Safe and secure		94.69 %	2019-2020	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1

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

Family Goal - Site Defined

Many of the plans set forth applied to in-person instruction, and due to distance learning, most of those plans became irrelevant in the current context. On campus expectations and signage were ordered and campus upgrades are taking place currently. Communication models of School Messenger, Facebook, and School Website along with audiovisual presentations and meetings over Teams and Zoom have been utilized to inform families.

Parent Survey - Respected and welcomed

Families reporting a sense of belonging and feeling welcomed dropped from 95% to 94% in the last year, but remains above district average.

Parent Survey - Safe and secure

Families reporting feeling safe and secure at school improved from 95% to 96% this year over last.

2

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

Family Goal - Site Defined

Distance Learning did create challenges for those without transportation, internet, or phone access with regard to being able to interact regularly with the school.

Parent Survey - Respected and welcomed

Complications due to distance learning created challenges for connection due to needing to be online or on the phone and not being available in person.

Parent Survey - Safe and secure

Families appear satisfied that their students are safe at this school. This year over distance learning does create a different scenario for this metric.

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.

Many of the plans set forth applied to in-person instruction, and due to distance learning, most of those plans became irrelevant in the current context. On campus expectations and signage were ordered and campus upgrades are taking place currently. Communication models of School Messenger, Facebook, and School Website along with audiovisual presentations and meetings over Teams and Zoom have been utilized to inform families. There was limited function of some groups due in part to the reduction of activities and events due to distance learning (for example, PTSO and parent meetings were limited).

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 2021-2022 SPSA.

Computech will resume its commitment to communication in multiple forms as safety protocols allow and as are appropriate for the changes in modalities. This includes

- Parent meetings
- Translation services
- Magnet nights
- Other presentations (Parent University, Coffee Hours, Advisory Groups)
- Digital access so that content can be referenced online as well, in an effort to support family communication, through use of Website, Facebook, and School Messenger.

Step 4: Stakeholder 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 for parents for accessibility was discussed for parent meetings and outreach. Use of internet and digital communication (website) is beneficial regardless of format.	2 ELAC: Part of SSC	3 Staff: Translation services being available to staff for meetings regularly - office personnel assisting, as well as district resources.
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Action 1

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 presence including using technology and the Computech STEM/CTE Lab and Entrepreneurship Classes through. Action steps to include but not be limited to:

- Increasing targeted communications, to include but not be limited to
- Parking Lot Banners
- Leveraging student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and community through application of skills and standards students are learning toward mastery and 21st Century readiness
- 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.
- Funding translation service as needed
- Funding foods, materials, and resources as needed
- Funding daycare options as needed
- Communicating the "Pursue Excellence" motto through the use of student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st century readiness.
- Adding an additional Noontime Assistant (NTA) position for lunchtime supervision duty around the basketball courts and locker room(s) to increase student safety on campus.

- Continuing to fund an additional Noontime Assistant (NTA) position for morning supervision duty around the basketball courts and locker room(s) to increase student safety on campus.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions.

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):

- AC²
- Administrative Team
- Front Office Staff
- Students
- Teaching Staff

Timeline:

- Continuous monitoring
- FUSD Climate/Culture Survey

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
- Front Office Staff
- Teaching Staff

Timeline:

- Continuous monitoring for involvement
- Climate and Culture Survey

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 subgroups - including but not limited to: African American, Latino, and Asian family advisory groups.

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

2021-2022 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			Parent Participation Supplies and Daycare Services. - No food or incentives	1,875.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement materials and supplies, and food and incentives.	840.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Noontime Supplemental Contracts for Parent Meetings, Magnet Nights, Orientations.	3,797.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ovr			Translation Services for Parent Meetings and outreach	762.00

\$7,274.00

2021-2022 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	Bks & Ref			Assessment and Student Software (Quia, Nearpod, Khan, Turnitin, Brainpop, Robotics)	5,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Instructional Leadership Team Planning - 10 staff members for 8 hours of planning @ per diem	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Staff Determined Budget- classroom and site materials	67,062.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Professional Development Subs for attending Professional Development, as well as cost of PD. - No IEPs	4,998.00
G1A2	Title 1 Basic	Instruction	Travel			Conference Registrations and Travel for PL in support of student instructional practice. (Math conference)	4,849.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning Time - Substitutes for PLC Work - Extended Planning	2,997.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Conference Fees for PL in support of instructional practice for students.	4,000.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation to support Forensics, Zoo (Science), and Aquatics to encourage student engagement.	3,500.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support printing of handbooks and student materials.	3,000.00
G2A2	Title 1 Basic	Instruction	Nc-Equipment			: Lab upkeep and technology in support of student learning and engagement. *Split funded with 7090	5,988.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Staff Contract for Tournament of Technology and CTE related competitions.	5,268.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			Lab upkeep and technology in support of student learning and engagement. *Split funded with 3010	10,185.00
G2A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	*Supports all Goal 3 Actions	15,430.00
G2A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.0500	1.0 FTE Position: 0.75 FTE Safety Office 0.20 FTE ASP -ASES 0.05 FTE Site Funded *Supports all Goal 3 Actions	3,307.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for Water Polo and Aquatics to support student engagement in Activities and Athletics.	5,988.00
G3A2	One-Time School	Instruction	Mat & Supp			: Tiger Pantry - Student materials, supplies, clothing, etc. to support student needs to encourage attendance and keep students in school.	2,000.00
G3A2	One-Time School	Instruction	Mat & Supp			: Rewards and Incentives to encourage student attendance - Lanyards, Gear, etc.	4,000.00
G3A3	Title 1 Basic	Attendance & Social Work Services	Crt Pupl-Reg	Clinical School Social Worker	0.2000	*Support all student Goal 1-3	27,100.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Planning Hours - 8 hours for 6 staff @ per diem rate.	4,309.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Maintaining facilities for instruction of students.	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Clinical School Social Worker	0.2000	*Support all student Goal 1-3	27,100.00

G4A1	Sup & Conc	Instruction	Teacher-Supp	Cultural Proficiency Lead Contracts to support PL through elements such as general PL and Book Studies	2,394.00
G4A1	One-Time School	Instruction	Mat & Supp	: Books, Materials, and Supplies for Cultural Proficiency PL.	5,680.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Participation Supplies and Daycare Services. - No food or incentives	1,875.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent involvement materials and supplies, and food and incentives.	840.00
G5A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp	Noontime Supplemental Contracts for Parent Meetings, Magnet Nights, Orientations.	3,797.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ovr	Translation Services for Parent Meetings and outreach	762.00
					\$232,112.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,310.00
Sup & Conc	7090	\$169,360.00
LCFF: EL	7091	\$762.00
One-Time School	7099	\$11,680.00
Grand Total		\$232,112.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$100,089.00
G2 - Expand student-centered and real-world learning experiences	\$43,178.00
G3 - Increase student engagement in their school and community	\$73,497.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$8,074.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,274.00
Grand Total	\$232,112.00