

**Edison Computech Middle**

10621666103840

Principal's Name: Tobaise Brookins

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Tobaise Brookins</b>	<b>X</b>				
2. <b>Chairperson - Jason Horsman</b>				<b>X</b>	
3. <b>Jose Melchor</b>		<b>x</b>			
4. <b>Erin Smith</b>		<b>x</b>			
5. <b>Nicole Vargas</b>		<b>x</b>			
6. <b>Julia Sanchez</b>			<b>x</b>		
7. <b>Heather Kroenke</b>				<b>x</b>	
8. <b>Sonia Sanchez</b>				<b>x</b>	
9. <b>Leila Gutierrez</b>					<b>x</b>
10. <b>Jrake Soliman</b>					<b>x</b>
11.					
12.					
13.					
14.					
15.					

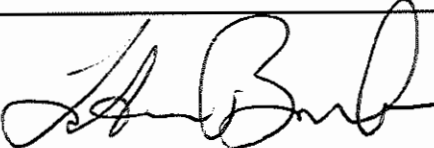
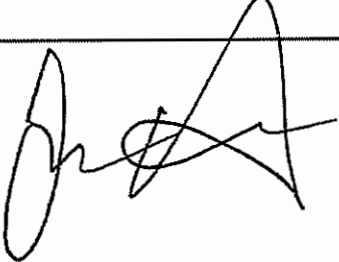
Check the appropriate box below: <b>N/A</b>
<input type="checkbox"/> <b>ELAC reviewed the SPSA as a school advisory committee.</b>
<input type="checkbox"/> <b>ELAC voted to consolidate with the SSC. Date_____.</b>

ELAC voted to consolidate with the SSC.  
 Date 9.15.24

**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	Tobaise Brookins		5/5/25
SSC Chairperson	Jason Horsman		5/5/25

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

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

FY 2025/26

Computech - 0100

**ON-SITE ALLOCATION**

3010	Title I	\$64,844 *
7090	LCFF Supplemental & Concentration	\$198,240
7091	LCFF for English Learners	\$3,504

**TOTAL 2025/26 ON-SITE ALLOCATION** **\$266,588**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,236
Program Budget	\$62,608
Total Title I Allocation	<u>\$64,844</u>

**ESSA Assistance Status: Not Identified for Assistance**

## Computech Middle 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	65.4 pts	61.1 pts	2023-2024	76.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	80 %	79.8 %	2023-2024	84.8 %
SBAC Math - Average distance from standard	✓	20.6 pts	12.6 pts	2023-2024	27.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	70 %	55.2 %	2023-2024	65.2 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

ELA students didn't meet the distance from standard goals, however showed improvement from the previous year. Math students did not meet distance from standard goal or mastering of standards goal. There is a need for professional development in evidenced-based strategies to support students in meeting expected outcomes.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

In math, 8th grade teachers elected to go use GoMath but have not effectively unpacked all the resources in the scop and sequence, FIABs, IABs, and CFAs other the district interim assessments

In math, 7th and 8th grade did not have alignment in instructional practices

In ELA, there wasn't consistent use of FIABs and IABs which inhibited our ability to shift instruction to fill learning gaps.

In both subjects there wasn't a schoolwide plan for acceleration or remediation

In both subjects there was limited use of SBAC resources to monitor student progress throughout the year

Additionally, students are not consistently aware of their own progress due to a lack of structured goal-setting.

Computech has a large number of students who participate in athletics and clubs, but there are no structured systems to limited learning loss

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Need a consistent curriculum delivered with fidelity.
- Professional development on how to use research-based practices to improve student learning.
- Professional learning in using FIABs, IABs
- Resources for students who need acceleration and remediation such as software, tutoring, and enrichments programs in ELA and Math other pathway classes.
- Resources for students to access personalized progress tracking tools.
- Structured interventions and tutoring options, especially for student-athletes and students connected to extracurricular activities
- Inconsistent access to small-group instruction and real-time formative assessment strategies.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Computech Academic Intervention

Partially Implemented

The actions were partially implemented as evidenced by the following notes:

Curriculum was partially delivered

No specific professional learning to implement researched-based practices

No professional learning on how to use FIABs and IABs implemented, however, 7th grade did implement an FIAB assessment calendar.

There were only three interventions and/or acceleration programs implemented: teacher 1 on 1 support sessions, Khan Academy online lessons, and IReady MyPath lessons. There is no consistent acceleration or intervention program currently.

There was some small group instruction but not with fidelity

Not all PLCs used PITS funds to develop a plan for instructions.

incentives for student recognition were not purchased at the levels planned due to a shift in the budget toward recruitment efforts

Teachers were provided subs for release days for planning and professional development

Teachers were provided PL through professional conferences for math, ELA, science, computer science, and climate and culture.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Computech Academic Intervention

Partially Effective

We made some gains in ELA and Math but did not hit our target due to a lack of alignment across all subjects in teaching practices and the use of SBAC resources. The incentive program for IReady MyPath was not implemented with consistency and fidelity. There was some use of FIABs and IABs but no execution of a schoolwide plan for intervention and acceleration.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Professional learning for core content teachers in SBAC resources use  
Implementing Building Thinking Classroom strategies and continue Illustrative math strategies.  
Professional learning and implementation of FIABs, IABs, and other assessments using the CAASP portal.  
Planning time directly connected to curriculum alignment and aligned strategies for teaching content that is developed from SBAC  
Tutors for students who are struggling and those who need acceleration.  
Using IReady as a way to support both acceleration and remediation through the use of weekly MyPath lessons

**Section D: 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.

SSC:

Tutors for struggling students in need to acceleration  
Teacher release time to align instructional practices to standards  
Make learning meaningful by providing field trips and securing guest speakers from a wide variety of industries.

ELAC:

N/a We don't have a student population large enough for Elac

Staff:

Using building thinking classrooms strategies  
Agree on the curriculum and instructional practices  
Provide students with tutors  
Provide teachers extra pay contracts to meet with students afterschool and lunch.

## Action 1 :

# Computech Academic Intervention

### Action Details:

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#### Pursue Excellence Through...

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

PL time dedicated to PLC+ and teacher clarity.

Funding supplemental contracts for tier II & III level supports

- Parents would like the school to provide more opportunities for planning in the Summer.
- Technology materials and resources to support direct instruction and remediation services by teachers and other support staff.
- Funding academic tiered intervention materials and supplies, incentives, and other methods of student recognition, including food.
- Funding and buying out teacher preps as needed for additional course offerings.
- Supplemental contracts for academic support beyond teacher duty day.
- Creating and delivering effective professional development around academic and SEL intervention best practices.
- Continuing to provide subs to release teachers for planning, data analysis, and professional learning on and off-site.
- Continuing to improve upon current student recognition programs as a means for motivating students toward success.
- Increasing student recognition programs to motivate ALL students toward increasing personal academic and personal success.
- Funding travel expenses/conference registration fees for professional development opportunities and increased learning for staff.
- Funding interpreters in Hmong and Spanish for parent conferences

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Materials and supplies for quarterly and end-of-year recognition of student achievement.
- After School Program Supports for academic intervention through ASES.
- Academic support through direct instruction, reteaching concepts and standards, and 1 on 1 small group instruction.
- 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, and organization materials.
- Establishing a schoolwide acceleration and remediation system for all core subjects.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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

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

*English Learner student population is much lower than in previous years, therefore there is no state data available. We will still plan for support.*

*African American students are meeting or exceeding in ELA at 64.3% and only 18.6% for math. In comparison, in ELA Hispanics 76.7%, Asian 87.7%, and White at 96.2%. In math, Hispanics 33.8, Asian, 45.6%, and White 64/1%.*

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

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

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

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

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

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

## Student Groups

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

**Students with Disabilities (SWD):** Providing accommodation materials for students and direct support by paraprofessionals to support academic achievement. We need funding for incentives for students who are meeting both their IEP and schoolwide SBAC goals.

**African American (AA):** AA students continue to trail behind all other student groups academically, behaviorally, and in attendance. Increase coordination with A4 Champion to monitor student grades and SEL support. Students will be provided after-school tutoring and quarterly data chats. We need a paraprofessional or support staff that can support AA students who are struggling in subjects. We need parent meetings to help families access resources to support their student. Incentives for successful engagement in academics and improved attendance.

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

**Students with Disabilities (SWD):** Funding for field trips, a dedicated tutor, and information meetings for parents.

**African American (AA):** College field trips, dedicated tutor or academic support, professional and information meetings for parents and guardians.

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

**Students with Disabilities (SWD):** We will use the IEP as baseline support and work with teachers to ensure students are receiving their accommodations.

**African American (AA):** An academic plan for each student will be designed to determine individual needs. Intentional academic support through tutoring, an onsite AA support counselor, and data chats. Also, HBCU pipeline program inclusion which will include HBCU tours or UC and State School tours and visitations. Parent meetings to support A-G, AP pathways, and other parent resources.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

<p>Short-Term (Learning) Expect to see</p>	<p>Medium-Term (Change in Behavior or Performance) Want to see</p>	<p>Long-Term (Change in Condition) Hope to see</p>
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will enhance teacher clarity, intervention strategies, and student goal-setting to improve academic achievement and engagement.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Increased teacher understanding and implementation of PLC+ practices and intervention strategies.</li> <li>• Development of structured acceleration and remediation systems for core subjects.</li> <li>• Improved access to academic counseling services and goal-setting tools for students.</li> <li>• <b>Measurement &amp; Monitoring:</b> Teacher participation in professional learning, implementation of tiered intervention strategies, student academic goal-setting reflections, and attendance at intervention programs. Monitored by administration, PLC leads, and academic counselors.</li> </ul> <p>SPECIAL NOTES: Expect to see an increase in grades by .5 and an increase in SBAC scores by 25 distance from standard points for both AA and students who receive SPED services. We expect to see an improvement in students overall well-being. The results will be measured by quarterly grades, SBAC scores, conducting quarterly reviews of academic performance and other markers as evidenced by Altas logs, student surveys, and parent surveys. Administration, support teachers, and counselors will be responsible.</p> <p>The engagement of students who receive SPED services will increase by 2nd semester of 2025/2026 as evidenced by participation rates noted on the engagement report.</p> <p>Monitored by Administration, Teachers, Resource Specialist.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We aim to see measurable improvements in student academic performance, engagement, and participation in targeted interventions.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Increased student participation in academic support programs, including after-school interventions, reteaching, and 1-on-1 instruction.</li> <li>• Higher student engagement among AA and SPED students as measured by participation rates in academic and extracurricular activities.</li> <li>• Increased attendance at school-provided parent planning opportunities and workshops.</li> <li>• <b>Measurement &amp; Monitoring:</b> Progress is tracked through engagement reports, quarterly academic performance reviews, and participation in support programs. Monitored by administration, teachers, resource specialists, and counselors.</li> </ul> <p>SPECIAL NOTES: By the 2nd semester of 2025/2026 school year, there will be an increase in AA students earning a 3.0 or better, a decrease in misbehavior entries, and increased attendance, and AA students will experience one college tour as evidenced by all data markers.</p> <p>By the second semester of 2025/2026 students receiving SPED services will increase 15 points DFS as evidenced by SBAC 20</p> <p>Monitored by Administration, Teachers, Resource Specialist.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve sustained academic growth, equitable access to interventions, and improved student success metrics across all subgroups.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• <b>AA students:</b> By the second semester of 2025/2026, increased GPAs (3.0 or better), reduced misbehavior incidents, improved attendance, and one college tour experience for all AA students.</li> <li>• <b>SPED students:</b> By the second semester of 2025/2026, increased GPAs (3.0 or better), improved academic engagement, and a decrease in misbehavior entries.</li> <li>• <b>Overall Achievement:</b> Expect an increase in student grades by 0.5 and an improvement of 25 points in SBAC scores for AA and SPED students.</li> <li>• <b>Schoolwide Sustainability:</b> Establish lasting structures to support AA students and future subgroups with academic, social-emotional, behavioral, and attendance needs.</li> <li>• <b>Measurement &amp; Monitoring:</b> Quarterly grade reviews, SBAC scores, engagement data, attendance and behavior reports, and survey feedback from students and parents. Monitored by administration, support teachers, counselors, and intervention specialists.</li> </ul> <p>SPECIAL NOTE: We plan to achieve lasting structures for the support of AA students and any future subgroups who have academic, SE, behavioral, and attendance needs.</p> <p>We plan to achieve improved outcomes for students who receive SPED services in academic achievement and engagement.</p> <p>Monitored by: Administration, Teachers, Resource Specialist</p>

# 2025-2026 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	Teacher-Subs			Subs for professional learning and planning. Planning in the Summer	14,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, Remediation, Enrichment, and Acceleration Support	10,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Class and site licenses for all subjects especially CTE, Computer Science, and subjects incorporating STEM across the curriculum.	3,444.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: For the purchase of classroom instructional technology and furniture such as monitor, science tables, laptops, and desktops, headphones, mice, tablet pens, tablets, etc.	15,000.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified support for tutoring, mentoring, remediation support, and supervision support.	4,045.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials for projects, culminating tasks, and community presentations in all subjects.	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology materials and supplies for student achievement & STEM innovation.	15,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			Technology needs for library services to support academic achievement and instruction.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to redesignate or take assessments.	2,004.00
G1A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL to conduct home visit for EL engagement.	500.00

**\$81,493.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	75 %	74 %	2024-2025	80.1 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

While Computech offers college trips and some career exploration, **real-world learning is not fully embedded in classroom instruction**, and STEM integration across subjects is inconsistent.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- There was a need to strengthen Career-Connected Learning: Expand hands-on, STEM-focused projects that integrate technology, engineering, and math into all subjects.
- There was a need for professional development for real-world learning: Train teachers in how to integrate career-based learning into core instruction.
- There was a need for consistent mental health support: Establish structured SEL check-ins throughout the school year.
- There was a need for resources to ensure all students had an opportunity to experience real-world experiences through college tours, company/business partner tours, and other innovative spaces.
- There was a need to purchase technology that would help bring experiences to our students such as VR glasses

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We need funding for VR and other technology that will support real-world experiences. Limited structured career-connected learning across all grade levels.
- Professional learning for Lack of alignment between core subjects and real-world applications.
- Mental health supports are not consistently integrated throughout the year.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Computech CTE & Technology

Partially Implemented

Our goal for Computech CTE and Technology programs was:

"Computech CTE and Technology programs will be implemented, created, organized, and communicated to all stakeholders toward pursuing an ever-increasing percentage of Computech students demonstrating the foundational character and competencies for workplace success."

We provided 7th graders with a guest speaker on the soft skills necessary for future employment in a wide array of jobs. We provided an assembly with a vendor who exposed students to public occupations. We did not invest in virtual technologies or partner with tech companies to provide models or tour facilities and explore career opportunities. We provided students with the use of 3D printers and engineering software to support real-world experiences. We have some articulation with Edison to align pathway experiences. We did not implement new assessments to determine student's workplace proficiency. We provided some in-house technical training for staff. We highlighted pathways with a move up day and have encouraged participation in TOT. We partnered with EECU to provide financial literacy for our students but didn't provide supplemental pay for teachers to support subgroups nor did we have enough money to purchase materials.

### Action 2: Education Enrichment Opportunities/ Real World Experiences

Partially Implemented

Our goal for educational opportunities and real-world experiences was:

"Computech will offer students opportunities to connect their learning in the classroom to real-life experiences. Students will build foundational knowledge on understanding how to reach certain careers as well as the competencies required to complete certain careers."

We provided VAPA and cultural field trips for performances and opportunities to advance content knowledge and skill set. We hosted 4 college or university visits, including an HBCS recruitment fair. We didn't have the funds to purchase the VR technology that would support exposure opportunities, but we did expand some partnerships with universities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: Computech CTE & Technology

Partially Effective

We completed some of our goals as stated above but were not successful in providing learning to teachers on how to integrate real-world experiences and using software to expose students to careers in STEM and future careers. Although we worked to improve our marketing of pathways, some students and families needed more information. We did not ensure that all students had access to use new technologies due to elective selections.

### Action 2: Education Enrichment Opportunities/ Real World Experiences

Partially Effective

We completed field trips for VAPA events and some college tours. We have not solved the issue of not all students being able to experience college and university tours.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will solidify a schoolwide plan for field trip experiences that allows all students access. We will allow our CTE department and VAPA departments to establish partnerships with community organizations and businesses to provide real-world experiences for students. We will purchase the VR and technology equipment to bring real-world experiences to students. We will promote pathways throughout the year and calendar pathway experiences at Edison HS and with community partners. We will seek to make investments in our robotics program. We will solicit the participation of industry leaders to be guest speakers

**Section D: 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.

**SSC:**

Finding opportunities for every student to experience a college or university tour.

Bringing guest speakers from various industries to speak to our students.

Hosting career and college days where industry leaders and universities are invited to the campus to provide information to students and families.

Working with ASP to expand club and enrichment opportunities.

**ELAC:**

N/A due to low number of EL students.

**Staff:**

Increase funding in CTE and VAPA for upgrading tech

Exploring new tech by attending a conference

**Action 1 :**

## Computech CTE & Technology

**Action Details:**

Pursue Excellence Through...

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

- Having guest speakers from a variety of industries.
- Seek virtual technologies to allow students to interact in industries, labs, and other environments using artificial reality software.
- Partner with tech companies to all modeling, tour, and industry experience opportunities.
- Partnering with vendors and community programs to provide real-world experiences for students during our after school program time.

- Supporting development of student skills, including use of technology, relevant to the demands of both college and career.
- Funding technology to support innovation and industry alignment on campus.
- Support in purchasing relevant materials in order to enhance student interactions with STEM careers and pathways.
- Articulating with high school Career Technical Education courses in order to promote career pathways for students and promoting the 7-12 magnet program articulated with Edison High School.
- Utilizing assessments to determine student competencies within the workplace, relevant to industry sectors.
- Providing in-house technology training for staff, students, and parents toward increasing communication, academic achievement, lesson impact/effectiveness and best practices for providing actionable feedback.
- Use of Xello and other programs as applicable for students to explore career pathways.
- Highlighting the connection to the EHS Pathways, industry level certification opportunities, etc. through marketing and communication.
- Encouraging more participation in Tournament of Technology (TOT) through enrollment in our STEM/CTE electives.
- Creating new and innovative ways to recognize student achievement/progress.
- Support of guests speakers in CTE classes.
- Supplemental pay and support materials for staff to subgroups of students in CTE programs (i.e. coder girls, National Society of Black Engineers etc.)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

*English Learner student population was too small to access data for (4), but our Reclassified students improved year over year by 9.8 DFS in ELA and 7.3 DFS in Math.*

*Our AA students improved year over year by 13 DFS in ELA and by 39 in Math*

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

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

*African American students will participate in the HBCU tours again in partnership with A4, Benedict University, and G2Pak program. African American students will have field trips dedicated to creating exposure in STEM fields.*

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

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

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

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

## Student Groups

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

**English Learner (EL):**

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

**African American (AA):**

*African American students will participate in the HBCU tours again in partnership with A4, Benedict University, and G2Pak program. African American students will have field trips dedicated to creating exposure in STEM fields.*

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

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

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

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

**English Learner (EL):**

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

**African American (AA):**

- Through the PLCs we will develop schoolwide plans for real-world experiences for EL students.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve these goals by meeting monthly and exploring opportunities to ensure all goals are met. By 2025/2026 students will receive instruction and opportunities for real-world experiences.</p> <p>We will achieve measurable improvements in student access to academic support, real-world experiences, and engagement with technology-based learning.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• <b>EL Students:</b> Increased participation in after-school academic supports and more frequent engagement in speaking and listening activities through counselor check-ins.</li> <li>• <b>AA Students:</b> Higher levels of participation in HBCU tours, STEM exposure field trips, and career exploration programs.</li> <li>• <b>Measurement &amp; Monitoring:</b> VP will track EL student academic progress and engagement. Counselors will document student participation in real-world learning experiences. PLCs will assess implementation of technology integration and instructional alignment.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will monitor expected outcomes in quarterly meetings and provide updates to families.</p> <p>We aim to shape student confidence, academic independence, and engagement in targeted learning pathways that promote college and career readiness.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• <b>EL Students:</b> Increased comfort and participation in academic discussions, improved use of technology for learning, and stronger performance in ELA and Math assessments.</li> <li>• <b>AA Students:</b> Greater enrollment in STEM courses, higher participation in CTE pathways, and increased interest in college and career options.</li> <li>• <b>Measurement &amp; Monitoring:</b> RFEP reclassification rates, student attendance in after-school supports, completion rates for STEM-related coursework, and student survey responses regarding confidence and engagement. PLCs and site leadership will evaluate and adjust strategies based on data trends.</li> <li>• Climate and Culture survey results for real world experiences will increase by 3 points to 77 on the Fall survey.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>By students experiencing real-world experiences they will improve academically and socially.</p> <p>We will ultimately achieve sustained academic success, increased college and career readiness, and equitable access to rigorous learning opportunities for EL and AA students.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• <b>EL Students:</b> Consistent year-over-year growth in ELA and Math DFS, increased RFEP reclassification rates, and higher overall academic achievement.</li> <li>• <b>AA Students:</b> Continued improvement in state assessment scores, higher rates of postsecondary enrollment in STEM fields, and long-term success in advanced coursework.</li> <li>• <b>Measurement &amp; Monitoring:</b> Ongoing tracking of state assessment performance, RFEP status changes, college acceptance rates, and career pathway participation. District and site leadership will use this data to refine programs and ensure long-term student success.</li> <li>• Climate and Culture survey results for real world experiences will increase by 3 points from 77 on the Fall to 80 on the Spring survey.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>

**Action 2 :**

## Education Enrichment Opportunities/ Real World Experiences

Action Details:

Pursue real word-learning experiences through:

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

- VAPA field trips for performances and opportunities to advance content knowledge and skill set.
- Guest speakers for CTE, VAPA, Ethnic Studies, and other courses as appropriate.

- College and educational visits for students
- Support in purchasing supplies, equipment, and supplies for field trips
- Support the use of technology for virtual learning opportunities.
- Baseline experiences that all students will be able to experience to ensure that all students have equal opportunities for real-world experiences
- Bringing colleges and universities to the campus for a college day.
- Taking advantage of the exploration opportunities at Edison.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Adopted curriculum supplemental materials
- Assessment software/hardware
- Technology required for virtual field trips.
- College day at Computech where universities and colleges will present information to students and families about opportunities.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

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

*English Learner student population was too small to access data for (4), but our Reclassified students improved year over year by 9.8 DFS in ELA and 7.3 DFS in Math.*

*Our AA students improved year over year by 13 DFS in ELA and by 39 in Math*

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

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

*African American students will participate in the HBCU tours again in partnership with A4, Benedict University, and G2Pak program. African American students will have field trips dedicated to creating exposure in STEM fields.*

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

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

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

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

## Student Groups

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

**English Learner (EL):**

English Learner student population was too small to access data for (4), but our Reclassified students improved year over year by 9.8 DFS in ELA and 7.3 DFS in Math.

**African American (AA):**

Our AA students improved year over year by 13 DFS in ELA and by 39 in Math.

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

**English Learner (EL):**

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

**African American (AA):**

African American students will participate in the HBCU tours again in partnership with A4, Benedict University, and G2Pak program. African American students will have field trips dedicated to creating exposure in STEM fields.

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

**English Learner (EL):**

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

**African American (AA):**

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

- Adopted curriculum supplemental materials

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will achieve measurable growth in student knowledge and engagement by ensuring EL and AA students have access to real-world learning experiences, technology, and targeted academic support.

#### Outcomes & Measurement:

- **EL Students:** Improved speaking, listening, and academic performance through structured counselor check-ins and supplemental materials.
- **AA Students:** Increased awareness of STEM and college pathways through exposure opportunities such as HBCU tours and STEM field trips.
- **Measurement & Monitoring:** VP will oversee EL student progress, and counselors will track participation and engagement. PLCs will analyze assessment data and student reflections to measure impact.

Monitored by: Administration, CTE, VAPA, CCT

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We aim to shape student confidence and participation in academic and career-oriented programs, leading to increased engagement in STEM, college preparation, and applied learning.

#### Outcomes & Measurement:

- **EL Students:** Higher participation in after-school academic supports and increased use of technology in learning.
- **AA Students:** Greater involvement in STEM coursework and career exploration opportunities.
- **Measurement & Monitoring:** Student participation data, attendance in field experiences, and progress monitoring through RFEP tracking. PLCs and administrators will evaluate program effectiveness based on student feedback and academic trends.
- Climate and Culture survey results for real world experiences will increase by 3 points to 77 on the Fall survey.

Monitored by: Administration, CTE, VAPA, CCT

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will ultimately achieve higher academic success, college and career readiness, and equitable access to educational resources for EL and AA students.

#### Outcomes & Measurement:

- **EL Students:** Increased rates of RFEP reclassification and overall academic achievement in ELA and Math.
- **AA Students:** Higher enrollment in advanced STEM courses, college acceptances, and long-term academic growth.
- **Measurement & Monitoring:** Year-over-year growth in state assessment scores (DFS improvements), graduation rates, and postsecondary enrollment tracking. Site leadership and district offices will monitor and adjust strategies as needed.
- Climate and Culture survey results for real world experiences will increase by 3 points to 80 from the Fall survey.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Tech software to support Innovation, STEM, real-world experience and more.	2,500.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology materials & supplies for student achievement & STEM innovation	14,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Innovation materials, incentives, field trips, and opportunities for real-world exposure in industries of STEM.	2,500.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for swimming	6,007.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Exposure opportunities in future education, careers, and industry leaders on or off campus such as college and university days, career days, workshops with industry leaders, etc.	5,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Specialty supplies - Specifically for VAPA, CTE and/or Climate & Culture	5,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: CCD/Leadership climate and culture for celebrations, culture days, and event signage.	7,993.00

**\$43,500.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		12.1 %	2023-2024	8.5 %
Suspension Rate	✓	0 %	0.8 %	2023-2024	0.47 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

While students are engaged in extracurricular activities, **not all students are participating in school-sponsored spirit events, special days, contests, and engagement in academic settings needs improvement.** On the climate and culture survey students rated "I feel like I belong (80%)", "I feel heard at this school (73%)", and "Students care about each other at this school (63%)" which were the lowest markers.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Some students struggle to find meaningful extracurricular activities that align with their interests.
- There is not a robust system for marketing and communicating with parents and students about extracurricular activities
- The promotion of activities and events were not robust due to limited resources of materials and time to promote within the school day. The intercom system is not provided through the whole school and in some spaces, it is not clear.
- We didn't galvanize our students to produce videos about upcoming events that could be promoted on social media and through teams. There was a lack of ownership provided to students. There is limited equipment such as cameras, webcams, and studio quality equipment to support the production of robust marketing that is student-led.
- Restorative practices and social-emotional learning need to be more structured to support a positive school culture.
- Some subject matters may not have been as engaging to students

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Scale Up "Thinking Classroom" Strategies: Expand use of structured engagement techniques to make classroom learning more interactive.
- Increase Student Participation in Clubs & Activities: Provide targeted outreach to underrepresented student groups in extracurriculars.
- Strengthen Restorative Practices & Campus Culture: Implement SEL-focused advisory sessions and reinforce positive behavior systems.
- A system for highlighting clubs and extracurricular activities.
- Resources for high participation clubs such as chess club, gaming club, cooking club, affinity space clubs, business club, etc.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Computech Engagement in Arts, Activities, and Athletics

Not Implemented

The goal for engagement in arts, activities, and engagements was:

"Computech Engagement in Arts, Activities, and Athletics will be implemented, created, organized, and communicated to all stakeholders toward pursuing an ever-increasing percentage of Computech students involved in at least one form of student engagement opportunity."

We provided professional learning about engagement and used the PLC+ resources to improve teacher collaboration. We provided extra pay contracts for teachers to support engagement experiences to help increase connectedness to the school. Although there wasn't enough money to fund all the material needs of CTE and VAPA, we used available funds to purchase some necessary materials. We provided substitutes for teachers attending conferences designed to innovate in the area of engagement. We funded field trips for VAPA related activities such as plays, band and orchestra competitions, and musicals.

### Action 2: Computech Campus Culture

Not Implemented

The goal for this action was:

"Computech Campus Culture and Climate and Culture, goals will be implemented, created, organized, and communicated to all stakeholders toward improving school-wide feelings of belonging, connectedness, and improved overall emotional intelligence, as well as increasing teacher fidelity and efficacy surrounding Restorative Practices towards developing more effective means of intervention on campus."

We sent a small group of our teachers to the Ron Clark Academy to observe, learn, and become site trainers for climate and culture strategies to improve academic achievement and social-emotional learning. We acquired a district-provided Tier 2 specialist but did not see consistent engagement from the staff. We did not have WEB leaders this year due to unavailable staff to get credentialed. We did not implement a schoolwide system for delivering SEL support to students through advisory. We are in the first phases of implementing the house system.

### Action 3: Computech Attendance

Partially Implemented

Our goal last year was:

"Computech Attendance goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward decreasing chronic absenteeism among all identified student groups."

We did not hold regularly scheduled site-based parent attendance conferences and had inconsistent social-emotional support. We started a consistent celebration for attendance by acquiring incentives both through site-based funds and community donations. We were able to provide some instructional materials for students engaged in extracurricular activities. We supported students who were chronically absent with phone calls, home visits, and support meetings to explore family situations that may be impacting attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Computech Engagement in Arts, Activities, and Athletics

Partially Effective

We were partially successful in implementing our goal for engagement in activities due to being in the experimentation phase of finding out the best strategies for support. Not all of our teachers were able to get professional learning to help student engage in activities and our incentives were inconsistent.

Action 2: Computech Campus Culture

Partially Effective

There was some evidence of engaging stakeholders in campus culture but not all reported they felt connected to our school based on the spring 2024 and Fall 2025 climate and culture surveys. We weren't able to host a WEB meeting this year and not all teachers participated in the Ron Clark Academy trip.

Action 3: Computech Attendance

Partially Effective

We did not conduct consistent attendance meetings and only partially implemented the attendance celebration incentives.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Each action will be supported by an administrator who is commissioned to ensure its effective implementation. We will implement our WEB program and invest in teacher professional development for climate and culture engagement through professional development and conferences. We will develop a consistent SEL system to ensure all students receive SEL lessons and supports.

**Section D: 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.

SSC:

Better promotion and advertising of events and activities in a timely manner  
Informing parents regularly so they can remind students  
Provide regular incentives for participation in activities

ELAC:

N/A due to not enough students in this subgroup

Staff:

Video promos  
Social media

Having club rush regularly

### Action 1 :

## Computech Engagement in Arts, Activities, and Athletics

### Action Details:

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#### Pursue Excellence Through...

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

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

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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*Our ELs are one of our highest performing or improving groups. We address their needs through ELD strategies in ELA and SDASI strategies in core subjects. We also use communication regarding extracurricular competitions available as an extension of Goal 2 activities*

- Engagement Activities
- Multicultural celebrations
- Semester Club Rush activities
- RFEP Monitoring
- Translation of flyers and communications.
- Interpreters at parent meetings to ensure an inclusive environment

## Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**Long Term English Learner (LTEL):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

ALL GROUPS: Consistent marking and promotion of activities and events. Incentives for participation in the house system, clubs, and athletics.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**Long Term English Learner (LTEL):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

ALL GROUPS: Consistent marking and promotion of activities and events. Incentives for participation in the house system, clubs, and athletics.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**Long Term English Learner (LTEL):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

**English Learner (EL):**

ALL GROUPS: Consistent marking and promotion of activities and events. Incentives for participation in the house system, clubs, and athletics.

### Progress Monitoring: Outcomes

**Reasoning for using this action**     Strong Evidence     Moderate Evidence     Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve increased awareness and accessibility of engagement opportunities among students, staff, and families.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Creation and distribution of updated materials detailing engagement opportunities.</li> <li>• Implementation of professional development on the connection between student engagement and achievement.</li> <li>• Training for coaches and advisors on data collection using scanners for engagement tracking.</li> <li>• Student surveys administered to assess interests and gather feedback on clubs and activities.</li> <li>• <b>Measurement &amp; Monitoring:</b> Attendance records at professional development sessions, survey response rates, and engagement data collection from scanners. Administrators and engagement coordinators will oversee implementation.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We aim to shape a school culture where student participation in arts, activities, and athletics steadily increases, fostering a stronger sense of belonging and school pride.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Increased student enrollment in extracurricular activities, clubs, and athletics.</li> <li>• More teachers attending and implementing ideas from conferences and professional development on engagement.</li> <li>• Enhanced student involvement in multicultural celebrations and schoolwide activities.</li> <li>• Increased visibility and clarity of extracurricular calendars for all stakeholders.</li> <li>• <b>Measurement &amp; Monitoring:</b> Club/activity attendance records, survey data on student participation, and participation rates in multicultural events. Site leadership, engagement coordinators, and department heads will track trends and address gaps. Student absenteeism will reduce by 2% and suspensions by .2%.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve a school environment where every student is engaged in at least one extracurricular activity, contributing to higher academic achievement, improved social-emotional well-being, and a more connected school community.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• A measurable increase in student participation across all engagement areas, reflected in higher retention and graduation rates.</li> <li>• Positive shifts in student survey responses indicating a stronger connection to school.</li> <li>• Continued funding and expansion of engagement programs based on data-driven success.</li> <li>• <b>Measurement &amp; Monitoring:</b> Longitudinal tracking of student engagement data, achievement metrics, and retention/graduation rates. District and site leadership will assess effectiveness and refine strategies accordingly. Student absenteeism will reduce by 4% and suspensions by .4%.</li> </ul> <p>Monitored by: Administration, CTE, VAPA, CCT</p>

**Action 2 :**

## Computech Campus Climate and Culture

**Action Details:**

**Pursue Excellence Through...**

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

- Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices and proactive responses to misbehaviors.
- Advisory lessons focused on SEL
- Activities focused on building the SEL of our students.
- Leveraging current personnel resources including but not limited to the use of Social Emotional support staff in an effort to increase student feelings of school and peer connectedness as well as overall emotional health, safety and well-being.
- Continuing to provide student connection activities and WEB in order to encourage connections and relationships through student bonding and leadership led activities.

- Maintaining and funding for the appearance of campus, tables, paint, greenery, office, common areas, etc.
- Elective offering of courses that cater to and promote inclusive practices, leadership, and collaboration of students and staff.
- Engage and affirm student sense of community through interactions with other students as student leaders facilitate conversations around social emotional and academic success.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

## Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

Teacher prep time for advisory lessons, marketing materials for celebrations, giveaways, and subscription to maintain apps cost, competition registration cost for clubs such as chess club, VAPA, and tech competitions.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

Teacher prep time for advisory lessons, marketing materials for celebrations, giveaways, and subscription to maintain apps cost, competition registration cost for clubs such as chess club, VAPA, and tech competitions.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

Teacher prep time for advisory lessons, marketing materials for celebrations, giveaways, and subscription to maintain apps cost, competition registration cost for clubs such as chess club, VAPA, and tech competitions.

### Progress Monitoring: Outcomes

<b>Reasoning for using this action</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will achieve an increased understanding among staff and students of restorative practices, emotional intelligence, and schoolwide expectations to foster a culture of belonging and respect.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Staff and leadership teams will visit high-performing campuses with strong restorative practice models and integrate best practices.</li> <li>• Training for staff on restorative practices and social-emotional support strategies.</li> <li>• Increased visibility of schoolwide behavioral expectations through signage and online communication.</li> <li>• Development and distribution of Computech’s Guidelines for Success materials.</li> <li>• <b>Measurement &amp; Monitoring:</b> Attendance and participation records from training sessions, feedback from site visits, and pre/post surveys measuring staff and student understanding of restorative practices and school culture. Administrators, SEL staff, and climate and culture teams will track progress.</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We aim to shape student and staff behaviors toward stronger schoolwide connectedness, improved emotional intelligence, and effective implementation of restorative practices to proactively address challenges.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Increased use of restorative interventions instead of punitive discipline measures.</li> <li>• More students participating in leadership-led bonding activities and student success lessons through Advisory.</li> <li>• Expanded elective courses that promote inclusivity, leadership, and collaboration.</li> <li>• Improved campus appearance and physical environment to enhance feelings of school pride.</li> <li>• <b>Measurement &amp; Monitoring:</b> Discipline and intervention data, student participation in connection activities, student and teacher surveys measuring perceptions of belonging, and tracking of elective enrollment. Site leadership, SEL teams, and the restorative practices team will oversee implementation.</li> <li>• On the climate and culture survey Fall rankings: I feel like I belong, I have a voice, and students at this school care about each other will increase by 3 point each.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We will ultimately achieve a school climate where all students feel safe, connected, and valued, leading to increased academic achievement, improved attendance, and reduced disciplinary incidents.</p> <p><b>Outcomes &amp; Measurement:</b></p> <ul style="list-style-type: none"> <li>• Higher student-reported sense of belonging and emotional well-being in climate surveys.</li> <li>• Reduction in suspensions and behavioral referrals due to effective restorative interventions.</li> <li>• Increased attendance rates through targeted celebrations and incentives.</li> <li>• More robust leadership programs and student-led initiatives sustaining a culture of positive peer interactions.</li> <li>• <b>Measurement &amp; Monitoring:</b> Annual climate survey data, attendance reports, behavioral data trends, and student engagement metrics. The administrative team, SEL coordinators, and culture and climate leaders will assess progress and refine strategies accordingly.</li> <li>• On the climate and culture survey Spring rankings: I feel like I belong, I have a voice, and students at this school care about each other will increase by 3 point each from the Fall survey.</li> <li>•</li> </ul>

**Action 3 :**

**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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

## Student Groups

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

We do not have funds specifically allocated for this funding source.

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

We do not have funds specifically allocated for this funding source.

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

Weekly messaging to student groups that are in danger of becoming chronic for attendance. Providing family meetings each month to encourage good attendance and connecting students to clubs, sports, and other extracurricular activities to make school more appealing. HSL works with families to refer to services and supports that may be needed in the home. Since we are not a community school yet, we will partner with Gaston and community agencies to support families.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will increase awareness among students, families, and staff about the importance of attendance, the impact of chronic absenteeism, and available support systems.

**Outcomes & Measurement:**

- Parents and students will receive clear and consistent communication regarding attendance expectations and available resources.
- Staff will understand and implement structured attendance interventions, including site-based parent attendance conferences.
- Increased student and family participation in attendance-related workshops and support programs.
- **Measurement & Monitoring:** Attendance at workshops and conferences, distribution of informational materials, and pre/post surveys measuring awareness levels. The attendance team, counselors, and social workers will track progress.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We aim to see improved attendance habits among identified student groups through increased engagement, accountability, and targeted interventions.

**Outcomes & Measurement:**

- Reduction in the number of students classified as chronically absent.
- Increased student participation in attendance incentive programs and recognition events.
- More families engaging with school social workers and counselors to address attendance barriers.
- **Measurement & Monitoring:** Attendance data trends, tracking of participation in incentive programs and celebrations, and documented interventions from social-emotional support staff. Site leadership, social workers, and attendance teams will oversee monitoring.
- Student absenteeism will decrease by 4% by the second semester of 2025-2026 school year.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will ultimately achieve a sustained culture of attendance accountability, resulting in increased instructional time, higher student achievement, and stronger school-family partnerships.

**Outcomes & Measurement:**

- A measurable and sustained decrease in chronic absenteeism rates across all student groups.
- Increased student academic performance due to improved attendance.
- Strengthened family-school relationships through consistent engagement and support structures.
- **Measurement & Monitoring:** Year-over-year attendance data comparisons, academic performance metrics, and climate surveys measuring family and student engagement. The administration, attendance task force, and district support teams will assess progress and refine strategies.
- Student absenteeism will decrease by 8% by the end of the second semester of 2025-2026 school year.
-

## 2025-2026 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	Mat & Supp			Real-world experiences, teacher supplies, STEM supplies, school promotion and engagement supplies.	25,893.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation to STEM, enrichment, and real-world experience activities, events, and exposures.	30,100.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Recruiting efforts for applications, in-reach, and ongoing connection with future Computech students.	10,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives, promotions, and marketing of school	10,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Outside vendors for beautification, facilities improvements, and trainings TBD	10,288.00

**\$86,781.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	32.2 %	74.8 %	2024-2025	85.9 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

There is a need to **increase teacher diversity, improve collaboration, and ensure all staff feel valued and supported** in their professional growth.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Perceived limited shared decision-making opportunities for staff.
- A need for stronger collaboration structures (PLCs, data analysis meetings).
- A need for stronger communication about the current decision-making structures such as ILT, DC, SBC, CCT, and whole staff meetings.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Professional Learning on Equitable Teaching Practices: Expand equity-focused professional development to ensure culturally responsive instruction.
- Strengthen Collaboration & Data Analysis in PLCs: Support teachers in maximizing their structured time and resources for team-based curriculum planning.
- Increase Teacher Recognition & Morale Initiatives: Implement staff appreciation programs and leadership growth opportunities.
- Increase Classified Staff Recognition & Morale Initiatives: Implement classified staff appreciation programs and promote growth opportunities.
- Due to the length of our school day, there is a need for funding to pay teachers and staff for team building and connection meetings which may cause them to work past their duty day
- Establish staff outings such as dinner nights, family nights, and game nights to build connection.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: School Wide Equity Training and Practices

Partially Implemented

The current goal was partially met. We provided opportunities for teachers and staff to attend professional development conferences. We did not implement curriculums that encompass diversity, although our campus culture attempts to celebrate cultural diversity. We are continuing to implement targeted universalism that would meet the needs of all subgroups.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: School Wide Equity Training and Practices

Ineffective

The goal for school wide Equity Training and Practices was

Staff will engage in equity training of equitable practices to better meet the needs of students and staff in developing awareness and improving in culturally responsive teaching and relationships, school safety, and SEL for students and staff.

- We elected not to fund the 2 hours for the CSA. We ensured professional learning included food. A large majority of teachers were able to attend a conference. Although we never launched the book club, it is still in the works. We did not adopt a new curriculum but made some attempts to ensure diversity of tasks, text, and exposure. We established a Hmong heritage class with will connect to a pathway at Edison HS. We have activities that celebrate diversity but we are working on improving the promotion of those activities. We established a robust recruitment strategy that led to an increase in on-time applications. We used an equity lens when hiring.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to invest in the previous goals by providing more opportunities for staff to attend professional learning opportunities through conferences and district trainings. We will increase recruitment into our ethnic studies and Hmong studies classes while seeking a new supplemental curriculum for core subjects and SEL. We will increase the promotion of events and activities that celebrate diversity through our leadership classes and climate and culture director.

**Section D: 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.

SSC:

Increase messaging about activities and events happening at

ELAC:

N/A we don't have ELAC due to having a small number of EL

Staff:

Celebrate teachers and staff for academic growth and achievement

Increase messaging about activities and events happening at Computech

Celebrate teachers and classes who reach quarterly goals.

Allow staff to celebrate other staff monthly or quarterly.

NA we don't have LLAO due to having a small number of LL students.

Celebrate teachers and staff for academic growth and achievement but also for supporting the climate and culture of the school.

Continue to use teachers in staff in hiring panels, but also prepare panelists to have an eye for equity.

## Action 1 :

### School Wide Instruction Practices for Acceleration

#### Action Details:

Staff will engage in equity training of equitable practices to better meet the needs of students and staff in developing awareness and improving in culturally responsive teaching and relationships, school safety, and SEL for students and staff. This will be accomplished using the following strategies:

- Professional Learning including food.
- Conferences that focus on equitable teaching practices such as Unbound Ed and Ron Clark Academy.
- Book studies to engage in and improve equitable practices.
- Curriculum encompassing diversity where all students can identify and see themselves in the learning.
- Elective offerings that explore and celebrate cultures and diversity such as Ethnic Studies and Hmong Studies.
- Campus culture activities that engage and celebrate cultural diversity such as cultural day, and the United Nations simulation.
- Targeted universalism to ensure that all students and families are provided with knowledge and information to apply to the school.
- Hiring practices that consider diversity and representation of the community and students served.
- Training teachers and staff to maximize parent square as a preferred option for communication.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

## Student Groups

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

**African American (AA):** Specialized training and professional development about providing instruction to diverse students, especially AA students in math and Science. SEL curriculum purchases and support materials to support the SEL of AA students.

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

**African American (AA):** Funding for materials specific to accelerating the academic performance of AA students.

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

**African American (AA):** Ensure that AA students are provided a support staff person who will check on grades and their participation in field trips and specialized lessons on SEL.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

We will increase staff knowledge and awareness of equitable practices, culturally responsive teaching, and SEL to enhance student-teacher relationships and school safety.

**Outcomes & Measurement:**

- Staff participation in professional learning, book studies, and equity-focused conferences.
- Implementation of curriculum that reflects student diversity and inclusivity.
- Improved understanding of culturally responsive teaching strategies and equitable practices.
- **Measurement & Monitoring:** Attendance records at professional learning sessions, teacher surveys on equity training, classroom observations, and student reflections. Monitored by administration and instructional leads.

Administration, ILT, DCs, Climate and Culture Team

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

We will foster culturally responsive teaching and strengthen relationships between staff, students, and families to create a more inclusive school environment.

**Outcomes & Measurement:**

- Increased teacher use of culturally responsive instructional practices.
- Expansion of elective offerings that explore and celebrate cultural diversity.
- Growth in campus-wide cultural events and activities that celebrate student backgrounds.
- Improved communication with families through Parent Square training for teachers and staff.
- **Measurement & Monitoring:** Teacher lesson plan reviews, participation rates in cultural events, family engagement analytics from Parent Square, and student feedback. Monitored by administration, instructional leads, and equity committees.
- Staff climate and culture survey results will increase from 43% favorable for "My school prepares me to meet my students' needs" to 50% on the Fall Survey

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

We will achieve a school culture where diversity is valued, students see themselves reflected in the curriculum, and staff consistently apply equitable teaching practices to support all learners.

**Outcomes & Measurement:**

- Increased student engagement in real-world learning experiences, including project-based learning and community-based opportunities.
- Higher student academic performance and connection to school through culturally relevant curriculum.
- More diverse hiring practices that reflect the community and student population.
- Improved student relationships, leading to increased participation, reduced behavioral incidents, and higher attendance rates.
- **Measurement & Monitoring:** Student academic progress, attendance and discipline data, hiring demographics, and participation in project-based learning. Monitored by administration, equity committees, and instructional teams.
- Staff climate and culture survey results will increase from 43% favorable for "My school prepares me to meet my students' needs" to 60% on the Spring Survey

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			Food and materials for PDs, staff appreciation, etc.	2,500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Math acceleration and remediation, GATE certification training, Building Thinking Classroom and Illustrative Math, and training in other Gate and STEM instruction strategies PDs and workshops	13,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional learning, conferences such as Unbound Ed and RCA, workshops travel, registrations and hotels.	29,914.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food for trainings, workshops and PD	1,500.00

**\$46,914.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90 %	93 %	2024-2025	94.1 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although we met our goal and parent engagement is strong, but many families still feel disconnected from their child's academic progress and school activities as reported by the parent advisory board and school site council members. Parents have expressed a desire to have frequent updates from staff and school about course topics, quizzes, tests, and ways they can support their child's improvement. Parents have also expressed the need to have more clarity about major school events and activities by clubs, and climate and culture events.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Inconsistent parent communication on student academic progress.
- Some families are unaware of school programs and extracurricular opportunities but would like clearer communication and updates about them.
- Limited structured outreach events for underrepresented family groups.
- Limited family engagement activities to make the school feel like a family.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Improve Parent Communication Strategies: Ensure families receive timely, structured updates on student progress.
- Expand Family Engagement Events: Begin parent activities such as a parent night out for each region, unity dress up events such as sporting events and community activities, breakfasts, and STEM family nights.
- Strengthen Outreach for Underrepresented Families: Develop culturally relevant parent workshops and multilingual communication tools.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Computech Magnetism, Diversity & Outreach

Partially Implemented

**The goal for magnetism, diversity, and outreach was:**

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

We increased our promotion of Edison Computech as a 6-year pathway and presented some information about our specialty programs. However, families did not feel it was enough to truly make them aware of our great offerings. We have received satisfactory rating for customer service and making Edison Computech a welcoming space, but need to implement communication expectations for response to family and community. We were successful in providing recruitment presentations to 58 elementary schools which led to 900 on time applications. We did not host consistent in person parent meetings, coffee hours, or parent university-type sessions.

Action 2: Computech Community & Communication

Not Implemented

**The goal for Community and Communication was:**

"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."

We utilized the school marquee to promote events and also ensured events scrolled in the main office on our display. We didn't leverage student-developed products and services oriented toward communicating the vision throughout the Edison region. We were successful in hosting consistent SSC meetings and established a new parent group called the Parent Advisory Board who are tasked with supporting the climate and culture of the school and improving parent engagements. Our PTSO was active this year. We conducted partial school tours during Back to School Night and Recruitment nights. We provided food for the few parent meetings hosted. We used all district-approved channels for communication.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Computech Magnetism, Diversity & Outreach

Partially Effective

We partially met the goal for magnetism, diversity, and outreach because only some of the items were completed. We need to establish consistent parent meetings in person and online in order to meet this goal.

Action 2: Computech Community & Communication

Partially Effective

We partially met the goal of community and communication due to establishing consistent SSC and PAB meetings but did not provide the full family tours we desired.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will establish consistent parent meetings; in-person and online designed to provide families with updates on the climate, culture, events, activities, and academics of our school.

We will partner with Gaston for a local community meeting every first Monday of the month.

We will establish a consistent communication pattern to make it easy for families to connect with our school.

We will train teachers on how to maximize Parent Square to ensure communication is efficient and frequent.

We will host family nights in all regions to support family/community for parents.

**Section D: 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.

**SSC:**

More frequent communication about school events

More communication from teachers about assignments, tests, and struggling students

More communication from counselors about A-G requirements, course selections, and pathway opportunities

Establishing family outings to create a family feel to the school.

Full tours of the campus and classrooms for recruiting nights, back to school night and open house.

**ELAC:**

N/A not enough students to establish ELAC.

**Staff:**

Developing a consistent communication tool such as Parent Square, Atlas, or email.

Providing more information about pathways

**Action 1 :**

## Computech Magnetism, Diversity & Outreach for All Families

**Action Details:**

**Pursue Excellence Through...**

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

Action steps to include, but not be limited to:

- Providing equity and access to all application and matriculation procedures, including offering STEM experiences, particularly with underrepresented groups to promote the 7-12 magnet program articulated with Edison High School.
- Making campus accessible and inviting through recruitment fairs and other engagements that will showcase the Computech program.

- Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas during individually requested and scheduled tours.
- Providing substitutes for teachers attending conferences/professional development/learning opportunities oriented towards continuous improvement of outreach strategies, ensuring equity and access to all groups.
- Providing Recruitment Presentations to elementary school sites
- Holding Parent Coffee Hour at elementary school sites.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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- Semester Club Rush activities
- Family connection nights
- Monthly parent meetings in person and online
- Parent participation in career and college days
- Parent participation in the house system
- STEM/CTE programs, training and materials
- Student Leadership opportunities to connect with the community
- Schoolwide event marketing led by students and parents.
- Communication directed toward future students
- Video creation for outreach and magnetism
- WEB day before school begins and summer school
- Materials and supplies and graphics
- Signage to support families feeling welcomed on campus

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

## Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Hispanic (HI):**

**Foster Youth (FY):**

**African American (AA):**

**English Learner (EL):**

**Asian (AS):**

**FOR ALL:** Parent meetings, family nights, parent involvement in the house system, parent representation materials for recruiting, parent participation in real world experience trips as chaperones.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**African American (AA):**

**Asian (AS):**

**FOR ALL:** Parent meetings, family nights, parent involvement in the house system, parent representation materials for recruiting, parent participation in real world experience trips as chaperones.

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**African American (AA):**

**Asian (AS):**

**FOR ALL:** Using all available communication channels

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will enhance awareness and understanding of Computech's magnet program, STEM/CTE pathways, and VAPA opportunities among students, families, and the community.

**Outcomes & Measurement:**

- Increased knowledge of application and matriculation procedures for underrepresented groups.
- Greater awareness among families about Computech's magnet opportunities and STEM/CTE programs.
- Improved engagement in parent outreach efforts, including elementary recruitment presentations and Coffee Hour events.
- **Measurement & Monitoring:** Attendance at outreach events, parent and student surveys, elementary school recruitment data. Monitored by administration, magnet coordinators, and outreach teams.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We will strengthen recruitment, engagement, and student leadership to create a more inclusive and welcoming school environment while increasing enrollment and participation in Computech's magnet programs.

**Outcomes & Measurement:**

- Increased attendance at recruitment fairs, family connection nights, and school tours.
- More students and families participating in leadership and outreach opportunities, such as schoolwide marketing, career days, and house system activities.
- Stronger connections between Computech and elementary feeder schools, leading to increased student interest and applications.
- **Measurement & Monitoring:** Enrollment trends, participation rates in outreach events, student and parent feedback. Monitored by administration, outreach coordinators, and student leaders.
- Parent climate and culture survey results for "I feel like I am a part of my child's learning journey" will increase from 91% to 93% on the Spring climate and culture survey

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will establish Computech as a premier magnet program known for its excellence in STEM, CTE, VAPA, and student leadership, ensuring equity and access for all students in Fresno and surrounding areas.

**Outcomes & Measurement:**

- Increased overall student enrollment and retention in Computech's magnet program.
- Greater diversity and equitable representation in STEM and CTE programs.
- A well-established culture of student leadership and community engagement in recruitment efforts.
- Improved parent engagement and long-term partnerships with families.
- **Measurement & Monitoring:** Enrollment and demographic data, STEM/CTE program participation, parent engagement metrics, and student leadership involvement. Monitored by administration, recruitment teams, and student leaders.
- Parent climate and culture survey results for "I feel like I am a part of my child's learning journey" will increase from 91% to 95% on the Spring climate and culture survey

**Action 2 :**

**Computech Community & Communication**

Action Details:

Pursue Excellence Through...

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

- Utilization of School marquee to promote events.

- Leveraging student-developed products and services oriented toward communicating the mission and vision throughout the Edison region.
- Providing parent meetings including but not limited to School Site Council, PTSO, volunteer orientations, registration night(s), Open House, SSTs, etc. toward increasing parent communication resulting in increased student achievement.
- School tours for parents, community, and stakeholders.
- Funding translation service as needed
- Funding foods, materials, and resources as needed
- Funding daycare options as needed
- Communication through Parent Square, ATLAS, phone calls, email, school website is good, but SSC and stakeholders would like Parent Square to be the preferred channel for communication.
- Training teachers and staff to use Parent Square and maximize it as a resource.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

## Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

**FOR ALL GROUPS:** Parent outreach and marketing of events, parent coffee hours, family nights, translation services, extra pay for special teacher parent conference and activities, outreach to incoming 7th grade

families, food, incentives, workshops

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

**FOR ALL GROUPS:** Parent outreach and marketing of events, parent coffee hours, family nights, translation services, extra pay for special teacher parent conference and activities, outreach to incoming 7th grade families, food, incentives, workshops

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

**White (WH):**

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):**

**Multiple Races (MR):**

**Homeless (HM):**

**Hispanic (HI):**

**Foster Youth (FY):**

**English Learner (EL):**

**Asian (AS):**

**African American (AA):**

Our home school liaison and GLA will establish the above items and ensure marketing for participation.

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will increase awareness and understanding among parents, families, and community stakeholders about Computech's programs, policies, and opportunities for engagement.

**Outcomes & Measurement:**

- Increased knowledge of Computech's mission, vision, and offerings through various communication channels, including Parent Square, ATLAS, email, and the school website.
- Higher attendance at parent meetings, including School Site Council, PTSO, volunteer orientations, Open House, and student registration events.
- Greater utilization of school tours and marquee messaging to promote events.
- **Measurement & Monitoring:** Attendance at events, survey feedback from parents and community members, Parent Square usage analytics. Monitored by administration, community outreach coordinators, and parent engagement teams.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We will foster active community and family engagement in school events, decision-making, and student success initiatives.

**Outcomes & Measurement:**

- Increased parent and family participation in school-wide meetings, workshops, and targeted family support groups (African American, Latino, and Asian families).
- More teachers and staff trained and effectively using Parent Square as the preferred communication platform.
- Greater engagement of parents in outreach efforts, including orientation nights and family support groups.
- **Measurement & Monitoring:** Event participation rates, Parent Square engagement analytics, feedback from targeted family support groups. Monitored by administration, outreach coordinators, and family engagement teams.
- On the parent climate and culture survey Spring 2026 parent responses to "My child's school frequently updates me about my child's progress in class" will increase from 90% to 93%

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

We will establish Computech as a hub for strong community partnerships, fostering long-term collaboration between families, stakeholders, and the school to improve student achievement and school culture.

**Outcomes & Measurement:**

- Sustained high levels of parent and community involvement in school events and decision-making processes.
- Improved student achievement through stronger home-school partnerships.
- A well-integrated and equitable communication system that ensures all families are informed and engaged.
- **Measurement & Monitoring:** Longitudinal data on parent engagement, student achievement metrics, and community partnership growth. Monitored by administration, parent leadership groups, and community engagement coordinators.
- On the parent climate and culture survey Spring 2026 parent responses to "My child's school frequently updates me about my child's progress in class" will increase from 90% to 95%

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent and community meetings food, incentives, and prizes for parent appreciation and engagement.	2,500.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent workshops, meetings and resources for meetings and support to students. **No food or incentives**	4,400.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp			Supplies for EL students and their families during workshops and parent meetings.	1,000.00

**\$7,900.00**

# 2025-2026 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	Teacher-Subs			Subs for professional learning and planning. Planning in the Summer	14,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring, Remediation, Enrichment, and Acceleration Support	10,001.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Class and site licenses for all subjects especially CTE, Computer Science, and subjects incorporating STEM across the curriculum.	3,444.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: For the purchase of classroom instructional technology and furniture such as monitor, science tables, laptops, and desktops, headphones, mice, tablet pens, tablets, etc.	15,000.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified support for tutoring, mentoring, remediation support, and supervision support.	4,045.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials for projects, culminating tasks, and community presentations in all subjects.	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology materials and supplies for student achievement & STEM innovation.	15,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			Technology needs for library services to support academic achievement and instruction.	4,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students to redesignate or take assessments.	2,004.00
G1A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL to conduct home visit for EL engagement.	500.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Tech software to support Innovation, STEM, real-world experience and more.	2,500.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology materials & supplies for student achievement & STEM innovation	14,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Innovation materials, incentives, field trips, and opportunities for real-world exposure in industries of STEM.	2,500.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for swimming	6,007.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Exposure opportunities in future education, careers, and industry leaders on or off campus such as college and university days, career days, workshops with industry leaders, etc.	5,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Specialty supplies - Specifically for VAPA, CTE and/or Climate & Culture	5,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: CCD/Leadership climate and culture for celebrations, culture days, and event signage.	7,993.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Real-world experiences, teacher supplies, STEM supplies, school promotion and engagement supplies.	25,893.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation to STEM, enrichment, and real-world experience activities, events, and exposures.	30,100.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Recruiting efforts for applications, in-reach, and ongoing connection with future Computech students.	10,000.00

G3A2	Sup & Conc	Instruction	Mat & Supp	: Incentives, promotions, and marketing of school	10,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth	TBD : Outside vendors for beautification, facilities improvements, and trainings TBD	10,288.00
G4A1	Sup & Conc	Instruction	Mat & Supp	Food and materials for PDs, staff appreciation, etc.	2,500.00
G4A1	Sup & Conc	Instruction	Mat & Supp	: Math acceleration and remediation, GATE certification training, Building Thinking Classroom and Illustrative Math, and training in other Gate and STEM instruction strategies PDs and workshops	13,000.00
G4A1	Sup & Conc	Instruction	Travel	Professional learning, conferences such as Unbound Ed and RCA, workshops travel, registrations and hotels.	29,914.00
G4A1	Sup & Conc	Instruction	Direct-Food	Food for trainings, workshops and PD	1,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: Parent and community meetings food, incentives, and prizes for parent appreciation and engagement.	2,500.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp	Parent workshops, meetings and resources for meetings and support to students. **No food or incentives**	4,400.00
G5A2	LCFF: EL	Parent Participation	Mat & Supp	Supplies for EL students and their families during workshops and parent meetings.	1,000.00
					<b>\$266,588.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,844.00
Sup & Conc	7090	\$198,240.00
LCFF: EL	7091	\$3,504.00
<b>Grand Total</b>		<b>\$266,588.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$81,493.00
G2 - Expand student-centered and real-world learning experiences	\$43,500.00
G3 - Increase student engagement in their school and community	\$86,781.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$46,914.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,900.00
<b>Grand Total</b>	<b>\$266,588.00</b>