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 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal – Tobaise Brookins	**X**				
2. Chairperson - Jason Horsman				**X**	
3. Heather Kroenke				**X**	
4. Sonia Sanchez				**X**	
5. Kristen Maroot-Rippee				**X**	
6. Nicole Vargas		**X**			
7. Erin Smith		**X**			
8. Connor Nolan		**X**			
9. Julia Sanchez			**X**		
10. Abigail Murphy					**X**
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ **ELAC reviewed the SPSA as a school advisory committee.**
X ELAC voted to consolidate with the SSC. Date__9/8/25_____.

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**	Tobaise Brookins	4/12/26
SSC Chairperson	Jason Horsman		4/15/26

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

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

FY 2026/27

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	$75,399	*
7090	LCFF Supplemental & Concentration	$196,160	
7091	LCFF for English Learners	$436	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$271,995**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,452
	Program Budget	$72,947
	Total Title I Allocation	$75,399

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Computech Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		44.2 %	2025-2026	**45.3 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		100 %	2024-2025	**100 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.9 %	2025-2026	**43 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		72.1 %	2025-2026	**73.2 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	76.1 pts	78.4 pts	2024-2025	**93.4 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		85.8 %	2024-2025	**90.8 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	27.6 pts	41.9 pts	2024-2025	**56.9 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		67.2 %	2024-2025	**72.2 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	8.5 %	4.5 %	2025-2026	**3.9 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.1 %	94 %	2025-2026	**95.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85.9 %	79 %	2025-2026	**80.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	**83 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	0.47 %	0.1 %	2025-2026	**-0.23 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Academics Evidence from Metrics:

- SBAC Math Avg Distance from Standard: 41.9 → Target 56.9
- SBAC Math Meets/Exceeds: 67.2% → Target 72.2%
- i-Ready ELA stretch growth slightly below target
- D2 proficiency slightly below goal

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Evidence:

- Staff Climate Favorable: 79% (Below Target 80.1%)
- Student wellness favorable 81% (target 83%)

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

Academic CAUSES:

1. Inconsistent Tier 2 and Tier 3 intervention structures
2. Lack of consistent math instructional acceleration strategies
3. Variation in data cycle implementation across departments
4. Limited protected intervention time
5. Inconsistent alignment between i-Ready data and classroom instruction

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

Climate Causes:

- Increased instructional demands and accountability pressure
- Initiative fatigue
- Lack of structured staff voice opportunities
- Need for more recognition systems

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.

Academic Needs:

- Structured MTSS intervention block with progress monitoring every 6 weeks
- Schoolwide math acceleration strategies (thinking routines, building thinking classrooms, discourse, productive struggle)
- ILT-led instructional rounds tied to SBAC question types
- Targeted EL and SWD support embedded in Tier 1
- Professional development on using i-Ready diagnostic to adjust instruction and i-Ready My Path to address students in all academic bands.
- Incentive system to encourage acceleration and remediation
- Dedicated tutorial time for skills acquisition with quarterly progress monitoring of impact
- Subs and release time for building thinking classroom trainings
- Professional development conferences such as GATE trainings for acceleration practices

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.

Climate Needs:

- Structured staff feedback loops quarterly
- Leadership visibility plan
- Recognition system tied to academic gains
- Wellness & morale initiatives

- Clear priority alignment to reduce overload
- Acknowledgement banquets or staff gatherings

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Computech Academic Intervention — **Partially Implemented**

Computech Academic Intervention

Implementation Level: Partially Implemented

Intervention structures exist; however, consistency across grade levels and fidelity of data cycles varies. our goals for stretch growth in ELA was 43% and typical growth was 72%, and we came short on both.

Computech CTE & Technology — **Partially Implemented**

Computech CTE & Technology

Implementation Level: Partially Implemented

Strong integration of CTE programs requiring district devices; aligned to career pathways with room to grow; good engagement indicators.

Education Enrichment Opportunities/ Real World Experiences — **Partially Implemented**

Education Enrichment / Real World Experiences

Implementation Level: Partially Implemented

Field trips, competitions, clubs, and real-world exposure are becoming more embedded in program identity with room for growth.

Computech Engagement in Arts, Activities, and Athletics — Partially Implemented

Computech Engagement in Arts, Activities, Athletics

Implementation Level: Partially Implemented

Clubs thriving; competitive teams performing; student participation high. Continue to receive high marks at county festivals for orchestra. Our students participated in 2 major productions, 2 marching band opportunities, and we continue to have championship-level sports. There is a need to increase the variety of club offerings.

Computech Campus Climate and Culture — Partially Implemented

Computech Campus Climate & Culture

Implementation Level: Partially Implementation

Low suspension rates and strong family climate scores indicate strong systems; however, without a consistent SEL program, students' SEL needs are not being met, which may lead to attendance drops and discipline spikes in the future.

Computech Attendance — Partially Implemented

Computech Attendance

Implementation Level: Partially Implemented

Strong attendance systems reflected in improved chronic absenteeism; however, without a consistent attendance clerk and regular attendance meetings, this indicator is in jeopardy of being a struggle in the future.

School Wide Instruction Practices for Acceleration — Partially Implemented

Schoolwide Instruction Practices for Acceleration

Implementation Level: Partially Implemented

Acceleration language present; need deeper instructional alignment and rigor calibration.

Computech Magnetism, Diversity & Outreach for All Families — Partially Implemented

Computech Magnetism, Diversity & Outreach

Implementation Level: Partially Implemented

Magnet identity strong although the previous house system and teaming efforts from last year have not taken root. Enrollment pressures likely external rather than programmatic.

Computech Community & Communication — Partially Implemented

Computech Community & Communication

Implementation Level: Partially Implementation

Strong family favorable data; regular communication systems in place, but there are complaints about the timeliness of responses to parent concerns and calendar updates. .

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Computech Academic Intervention — Partially Effective

Academic Intervention

Partially Effective

Growth occurred. Our target was 27.6 points, and we grew 41.9 points. Our Math 7 students did not grow, which will be a focus for next year.

Computech CTE & Technology — Partially Effective

CTE & Technology

Partially

High engagement + real-world access, but tech teams and competition participation remain modest. Of our two sections of TOT, only 24 students participated in the regional competition.

Education Enrichment Opportunities/ Real World Experiences — Effective

Enrichment

Partially

Strong participation & magnet appeal. Our students participated in Move Up Day, career and college day, alumni day, and some experienced 2 college tours.

Computech Engagement in Arts, Activities, and Athletics

Effective

Arts/Athletics

Partially

Student engagement indicators show that 98% of our students were considered engaged by district metrics.

Computech Campus Climate and Culture

Effective

Campus Climate

Partially

Suspension + family survey strong. Our target was .47%, and we accomplished .1%, which was a decrease of .23% Family survey target was 94% and actual was 94.1%

Computech Attendance

Partially Effective

Attendance

Partially

Chronic absenteeism improved significantly. Our target was 8.5% and our actual was 4.5%. Our AA continue to have chronic rate numbers higher than other ethnic groups.

School Wide Instruction Practices for Acceleration

Partially Effective

Instructional Acceleration

Partially

SBAC math distance shows room for stronger Tier 1 acceleration. Although our math scores showed an increase of 14 points, our Math 7 and Math 8 students continue to show only moderate to insignificant movement.

Computech Magnetism, Diversity & Outreach for All Families

Partially Effective

Magnetism & Outreach

Partially

Family favorability is relatively high at 94.1; however, the student survey showed only at 81% favorability for health and wellness.

Computech Community & Communication

Partially Effective

Community & Communication

Partially

Strong family engagement domain, however, in the qualitative feedback provided by families, communication is an area

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.

NEXT SCHOOL YEAR MAJOR CHANGES

1. Implement Structured MTSS Intervention Block with protected time or integrated SEL
2. Launch Schoolwide Math Acceleration Framework
3. Implement Bi-Monthly Data Cycles led by ILT
4. Develop Staff Collective Efficacy Initiative
5. Expand AA, EL & SWD embedded supports within Tier 1
6. Create an Attendance Early Warning Dashboard and have regular attendance meetings
7. Fine-tune the CTE alignment to careers and provide more real-world experiences for students.

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:

SSC Feedback:

- Support for math acceleration
- Interest in protecting enrichment programs

ELAC:

ELAC Feedback:

- Increased support for long-term English learners
- More family workshops on academic data

Staff:

Staff Feedback:

- Desire for fewer initiatives, more clarity
- Request for PD tied directly to SBAC alignment

- Request for transparency on subgroup data

- Strong approval of attendance supports

- Appreciation for positive culture efforts

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

School Wide Instruction Practices for Acceleration

Action Details

College & Career Readiness

Based on 2025–2026 data analysis, Computech will strengthen Tier 1 instruction and formalize Tier 2/3 intervention systems to accelerate student achievement, particularly in mathematics and for English Learners, African American students, and other historically underserved student groups.

This will be accomplished using the following strategies:

Instructional Acceleration Strategies

- Implementation of intervention supports such as after school instruction support and incentives for use of supports such as tutor.com, I-Ready MyPath, and other resources as needed.
- Monthly data cycles led by ILT and Department Chairs
- SBAC-aligned instructional planning protocols training
- Math discourse routines and productive struggle strategies such as Building Thinking Classroom and IM
- Calibration of rigor across departments
- Use of I-Ready diagnostic data to adjust instruction
- Targeted universalism model to ensure differentiated supports
- Professional Learning focused on acceleration vs. remediation
- Subs for PLC data review sessions, strategic planning sessions, and SBAC planning

Equity & Culturally Responsive Practices (Refined)

Equity & Culturally Responsive Practices

- Continued professional learning in PLC+ structures, goal setting, cultural responsive teaching.
- Curriculum review for representation and inclusivity (Planning in the summer agenda item)

- Elective offerings celebrating diverse cultures (Ethnic Studies, Hmong Studies)
- Campus events such as Career Day, Alumni Day, Move Up Day, College Day, Pathway Exploration Day, Cultural Days and United Nations simulation
- Strategic hiring practices reflecting people who can meet the needs of our student demographics
- Training staff to maximize ParentSquare communication
- Exploring technologies that will help meet the needs of all students.
- Acquiring software or site licenses for online tools and curriculum to support remediation and acceleration.

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 integrated in the curriculum. 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.

Direct Instructional Services

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 MTSS

- **Tier 1:**
    - Standards-aligned, SBAC-calibrated instruction
    - Use of i-Ready data to adjust lesson design and use of My Path
    - Structured academic discourse and problem-solving protocols such as building thinking classrooms.

  Tier 2:
    - Scheduled intervention groups during protected MTSS block
    - Focus on math acceleration and literacy stretch growth
    - Small group instruction using diagnostic-driven grouping

  Tier 3:
    - Targeted intervention for students significantly below standard
    - Progress monitoring every 6 weeks

- **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.

- CTE integration with academic standards
- Project-Based Learning aligned to CCR
- Field trips and competitions tied to content mastery

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.

Enhanced Services:

- Dedicated EL data monitoring every 6 weeks
- Structured support for:
    - Newcomers
    - Long-Term English Learners (LTELs)
    - Reclassified students
- Designated and Integrated ELD implementation monitoring
- Professional development on language objectives in math instruction
- Purchase of instructional materials supporting academic language acquisition
- Family workshops explaining SBAC, i-Ready, and ELPAC data (parent university, home school liaison, assigned admin)
- 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 a 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.

- Professional development focused on math acceleration for AA students
- SEL curriculum and mentorship supports
- Targeted progress monitoring during MTSS block
- Academic mentoring and grade checks by designated support staff

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.

- Supplemental instructional materials for math and literacy acceleration
- Academic enrichment materials tied to stretch growth

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.

- Assigned staff mentor for grade and attendance monitoring (A4 Mentor)
- Quarterly academic check-ins (Intervention Admin)
- Increased tutoring that would provide a higher likelihood of access to advanced coursework pathways

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive opportunities connected to this action:

- Data Nights (SBAC & i-Ready Parent Workshops)
- ELAC workshops on ELPAC and academic growth
- AA Family Academic Meetings
- Back to School Night & Open House
- ParentSquare training sessions
- Cultural events & academic showcases

Professional Learning

Describe Professional Learning related to this action.

Professional learning will now focus on:

- Math acceleration strategies
- SBAC item type analysis
- Data cycle protocols
- Culturally responsive pedagogy
- Equity in grading practices
- Dr. Chism's Equity Framework (refreshed application)
- Conferences such as UnboundEd (focused on rigor & standards alignment)

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 of:

- Acceleration vs. remediation practices
- SBAC rigor calibration
- Math discourse and productive struggle strategies
- Effective use of diagnostic data

Measurement:

- PD attendance logs
- Teacher surveys

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.

Want to see:

- Increased implementation of Tier 1 acceleration strategies
- Structured intervention groups functioning consistently
- Increased math discourse in classrooms
- Increased stretch growth in i-Ready
- Staff climate favorable increase from 79% → 83%

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.

Want to See:

- SBAC Math Distance from Standard increase from 41.9 → 56.9
- SBAC Math Meets/Exceeds increase from 67.2% → 72.2%
- ELA stretch growth increase to target (43%)
- Staff culture favorable increase to 85%
- Sustained chronic absenteeism below 4%

Measurement:

- Classroom walkthrough data
- Lesson plan reviews
- ILT data cycle artifacts

Monitored by:
Administration, ILT, Department Chairs

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

Measurement:

- i-Ready mid-year growth
- Walkthrough look-fors
- Data cycle documentation
- Staff Climate & Culture Survey (Fall to Spring growth)

Monitored by:
Administration, ILT, Climate & Culture Team

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

- SBAC results
- i-Ready diagnostics
- ELPAC performance
- Attendance data
- Staff climate survey
- Suspension rate monitoring

Monitored by:
Administration, SSC, ELAC, ILT

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Computech Academic Intervention

Action Details

Literacy Intervention

Pursue Excellence Through High-Impact Instruction and Structured Intervention

Based on the 2025–2026 Needs Assessment, Computech will formalize and strengthen a schoolwide MTSS framework to accelerate learning in mathematics and literacy, increase stretch growth, and improve outcomes for historically underserved student groups.

Computech academic intervention goals will be implemented, organized, communicated, and accessible to all stakeholders with a clear focus on:

- Increasing SBAC Math Distance from Standard (DFS)
- Increasing i-Ready stretch growth
- Improving subgroup performance (AA, SWD, EL)
- Strengthening Tier 1 instructional rigor

Action steps include:

- Dedicated PLC+ time focused on teacher clarity and SBAC calibration.
- Implementation of a protected MTSS intervention block.
- Funding supplemental contracts for Tier II and Tier III supports.
- Supplemental contracts for academic support beyond teacher duty day.
- Buyout of teacher preps for strategic intervention or acceleration sections.
- Continued release time for data analysis and instructional planning.
- Technology materials to support acceleration and remediation.
- Development of structured student academic goal-setting systems.
- Strengthening recognition systems tied to measurable academic growth.
- Funding interpreters (Hmong and Spanish) for academic conferences.

Parent input indicated a desire for more structured summer planning and academic preparation opportunities. As a result, Computech will expand summer academic planning workshops for families.

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

Direct Instructional Services

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

Tier 1 – Acceleration Focused Core Instruction

- SBAC-aligned instructional planning
- Math discourse routines and productive struggle strategies
- Integration of i-Ready diagnostic data into lesson planning
- Standards-based grading alignment
- Teacher clarity and learning target implementation

Tier 2 – Targeted Intervention

- Scheduled small-group instruction during protected MTSS block
- After-school academic intervention through ASES

- Data-driven reteaching and standards recovery
- Structured academic counseling check-ins

Tier 3 – Intensive Support

- 1-on-1 instruction and focused skill remediation
- Progress monitoring every 6 weeks
- Academic contracts and family conferencing

Additional Supports:

- Academic goal-setting materials (binders, trackers)
- Student recognition aligned to measurable growth
- Structured schoolwide acceleration and intervention system across all core subjects
- 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.

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.

Current EL population is smaller; however, structured supports will remain in place to prevent regression and support acceleration.

Subgroup gap analysis highlights significant performance differences in Math for African American students and other subgroups, reinforcing the need for embedded language development in math instruction.

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?

- *Designated staff to monitor EL progress*
- *After-school academic supports*
- *Supplemental materials for academic language development*

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?

- *Supplemental instructional materials*
- *Supplemental contracts for targeted support staff*

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 specifying EL action steps
- Designated and Integrated ELD monitoring
- RFEP monitoring protocols
- EL goal-setting conferences and data chats
- Family workshops explaining SBAC, i-Ready, and ELPAC performance

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide trainings to parents on how to effectively use tutor.com, our after school intervention resources, and our tier 1 tutoring support through ASP.

Teacher-Parent conferences

Quarterly parent meetings.

Professional Learning

Describe Professional Learning related to this action.

Provide PL to teachers on acceleration and remediation strategies.

Provide PL on integrating SEL in coursework

Provide PL on parent engagement and culturally responsive instruction

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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:

- Teacher clarity and learning target implementation
- Effective use of diagnostic data
- Structured intervention practices

Measurement:

- PLC artifacts
- Walkthrough data
- PD attendance
- Intervention rosters
- Student goal-setting trackers

Monitored by:
Administration, ILT, PLC Leads

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 expect:

- Increased i-Ready stretch growth (target 43%)
- Improved math discourse implementation
- Increased AA and SWD participation in intervention
- Increased staff climate favorable from 79% to 83%

Measurement:

- Mid-year i-Ready growth
- Walkthrough look-fors
- Attendance and engagement data
- Staff survey results

Monitored by:
Administration, ILT, Counselors, Resource Specialist

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.

Academic Targets:

- SBAC Math DFS increase from 41.9 → 56.9
- SBAC Math Meets/Exceeds increase from 67.2% → 72.2%
- SBAC ELA DFS increase toward 93.4
- i-Ready stretch growth meet/exceed 43%

Subgroup Targets:

- AA students: Increase DFS by 20+ points in Math
- SWD: Increase DFS by 15+ points
- Increase GPA averages by 0.3–0.5 where applicable
- Decrease misbehavior entries
- Increase attendance rates

Measurement:

We will enhance teacher clarity, intervention strategies, and student goal-setting to improve academic achievement and engagement.

Outcomes & Measurement:

- Increased teacher understanding and implementation of PLC+ practices and intervention strategies.
- Development of structured acceleration and remediation systems for core subjects.
- Improved access to academic counseling services and goal-setting tools for students.
- **Measurement & Monitoring:** 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.

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.

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.

Monitored by Administration, Teachers, Resource Specialist.

We aim to see measurable improvements in student academic performance, engagement, and participation in targeted interventions.

Outcomes & Measurement:

- Increased student participation in academic support programs, including after-school interventions, reteaching, and 1-on-1 instruction.
- Higher student engagement among AA and SPED students as measured by participation rates in academic and extracurricular activities.
- Increased attendance at school-provided parent planning opportunities and workshops.
- **Measurement & Monitoring:** Progress is tracked through engagement reports, quarterly academic performance reviews, and participation in support programs. Monitored by administration, teachers, resource specialists, and counselors.

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.

By the second semester of 2025/2026 students receiving SPED services will increase 15 points DFS as evidenced by SBAC 20

Monitored by Administration, Teachers, Resource Specialist.

- Quarterly grade reviews
- SBAC results
- Attendance & behavior reports
- Engagement reports
- Student & parent surveys

Monitored by:
Administration, Teachers, Resource Specialist, Counselors

We will ultimately achieve sustained academic growth, equitable access to interventions, and improved student success metrics across all subgroups.

Outcomes & Measurement:

- **AA students:** 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.
- **SPED students:** By the second semester of 2025/2026, increased GPAs (3.0 or better), improved academic engagement, and a decrease in misbehavior entries.
- **Overall Achievement:** Expect an increase in student grades by 0.5 and an improvement of 25 points in SBAC scores for AA and SPED students.
- **Schoolwide Sustainability:** Establish lasting structures to support AA students and future subgroups with academic, social-emotional, behavioral, and attendance needs.
- **Measurement & Monitoring:** 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.

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.

We plan to achieve improved outcomes for students who receive SPED services in academic achievement and engagement.

Monitored by: Administration, Teachers, Resource Specialist

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Computech CTE & Technology

Action Details

College & Career Readiness

Computech CTE & Technology

Title:

Computech Career Technical Education & Industry-Aligned Innovation Framework

Based on the Needs Assessment, Computech will continue strengthening its 7–12 articulated STEM/CTE magnet pathway with Edison High School while intentionally leveraging CTE to:

- Increase student engagement
- Improve math problem-solving application
- Strengthen literacy through technical reading and presentation
- Increase student confidence in workplace competencies
- Close opportunity gaps for AA, EL, and other underrepresented students in STEM fields

- Maintain required 7th grade Computers course
- Expand 8th grade Computer Science pathway option
- Maintain 8th grade elective wheel aligned to Edison pathways (Biomed, Engineering, Robotics, Capstone)
- Increase participation in Tournament of Technology (TOT)
- Expand partnerships with industry professionals for guest speakers
- Explore virtual reality and simulation technologies for industry exposure
- Partner with tech companies for modeling, tours, and authentic experiences
- Integrate Xello and career exploration platforms schoolwide
- Provide in-house technology training for staff and families
- Increase recognition systems tied to industry competencies and certifications

- Support affinity groups (Coder Girls, National Society of Black Engineers Jr., etc.)
- Provide supplemental contracts for CTE staff supporting subgroups

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.)

Direct Instructional Services

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

- Tier 1 – Industry-Integrated Instruction
  - Required 7th grade Computers course
  - 8th grade elective pathway alignment to Edison High School
  - Embedded math application within engineering and robotics
  - Technical reading and presentation rubrics aligned to CCR
  - Industry vocabulary development embedded in instruction

Tier 2 – Engagement & Exposure Expansion

- After-school STEM supports
- Targeted recruitment of AA and EL students into CTE electives
- Structured mentoring within CTE classrooms

Tier 3 – Targeted Opportunity Equity

- Counselor monitoring of subgroup participation in STEM electives
- Academic support embedded in STEM pathway courses

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?

- *Designated VP monitoring EL progress*
- *After-school academic support*

- *Supplemental academic language development materials*
- *Counselor check-ins to promote speaking/listening in STEM settings*

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?

- *Technology and supplies to ensure EL access to STEM programming*
- *Supplemental contracts for targeted academic monitoring*

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?

- PLC review of EL access to CTE pathways
- Designated and Integrated ELD embedded in STEM instruction
- RFEP monitoring protocols
- Translation services for family engagement
- Student goal-setting conferences connected to career pathways
-

Student Groups

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

EL population remains small but requires proactive monitoring.
RFEP students improved year-over-year in both ELA and Math, indicating the need to sustain strong language supports within STEM instruction.

African American (AA):

AA students improved year-over-year significantly in Math (39 DFS), yet remain below overall averages.

The goal is sustained acceleration and increased STEM pathway access.

frican 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):

- **HBCU exposure experiences (A4, Benedict University partnerships)**
- **STEM-focused field trips**
- **Dedicated academic monitoring for AA students in CTE courses**
- **Counselor check-ins for pathway planning**
- Technology and equipment to ensure equitable access
- Supplemental academic supports within CTE programming

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):

- PLC review of EL access to CTE pathways
- Designated and Integrated ELD embedded in STEM instruction
- RFEP monitoring protocols
- Translation services for family engagement
- Student goal-setting conferences connected to career pathways

African American (AA):

- Intentional recruitment of AA students into STEM electives
- Individual pathway plans aligned to high school articulation
- Family academic planning meetings (A-G & pathway alignment)
- Monitoring participation rates in advanced STEM electives

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

EL:

Data chat meetings

Tutor.com training

Atlas parent portal training

Family night celebrations for students who meet achievement goals

AA:

- Data chat meetings

  Tutor.com training

  Atlas parent portal training
- STEM Showcase Night
- Edison High School Pathway Information Night
- Career Exploration Workshops
- Technology Training for Parents
- HBCU & College Exposure Information Sessions
- Paren tSquare communication around pathway opportunities

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on:

- Integrating math rigor into STEM projects
- Industry competency frameworks
- Technology integration best practices
- Project-based learning aligned to SBAC math standards
- Equity in STEM access
- Real-world learning design

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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 these goals through structured monthly CTE leadership meetings, quarterly PLC reviews, and consistent monitoring of enrollment, participation, and instructional integration of STEM-based math and literacy application.

By 2025/2026, students will receive structured instruction and increased opportunities for real-world, industry-connected learning experiences that intentionally reinforce academic standards, particularly in mathematics and technical literacy.

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.

Want to see

Shape these behaviors...

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

We will monitor expected outcomes in quarterly data review meetings and provide updates to families through pathway information nights and ParentSquare communications.

We aim to shape increased student confidence, academic independence, and intentional enrollment in STEM pathways that promote college and career readiness.

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.

Hope to see

And ultimately achieve these impacts.

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

Through sustained real-world learning experiences and equitable STEM access, students will improve academically, socially, and in their preparedness for high school pathway success.

We will ultimately achieve sustained academic growth in mathematics and literacy through applied STEM instruction, increased college and career readiness indicators, and equitable participation of EL and AA students in rigorous learning opportunities.

We will achieve measurable improvements in student access to STEM coursework, real-world exposure, and engagement with technology-based learning aligned to college and career readiness standards.

Outcomes & Measurement:

EL Students:

- Increased participation in STEM electives and after-school academic supports.
- Increased engagement in speaking, presenting, and academic discourse within STEM courses.
- Continued monitoring of RFEP students to sustain ELA and Math DFS growth.

AA Students:

- Increased enrollment in STEM/CTE electives and advanced technology coursework.
- Increased participation in HBCU tours, STEM exposure field trips, and structured pathway planning.
- Increased participation in Tournament of Technology (TOT) and STEM competitions.

Measurement & Monitoring:

- Enrollment data disaggregated by subgroup
- Participation logs for STEM events and competitions
- RFEP progress monitoring
- Walkthrough documentation of math application within STEM instruction
- Student reflection surveys on engagement

Monitored by: Administration, CTE Lead, Counselors, PLCs, CCT

Outcomes & Measurement:

EL Students:

- Increased comfort and participation in academic discussions within STEM classes.
- Sustained or improved RFEP performance in ELA and Math DFS.
- Increased completion of STEM-based projects requiring technical reading and math application.

AA Students:

- Increased enrollment in advanced STEM electives and articulated Edison pathways.
- Increased participation in career exploration programs and college exposure experiences.
- Increased academic persistence in math coursework connected to STEM pathways.

Schoolwide Target:

- Climate & Culture “Real-World Experiences” favorable rating increase by 3 points (from 77 to 80).
- Increased participation in Tournament of Technology (TOT) by at least 10%.

Measurement & Monitoring:

- RFEP reclassification and DFS tracking
- STEM enrollment disaggregation reports
- Participation in competitions and pathway programs
- Climate & Culture survey results
- Student engagement surveys

Monitored by: Administration, CTE Lead, VAPA, CCT, Counselors

Outcomes & Measurement:

EL Students:

- Sustained year-over-year growth in ELA and Math DFS.
- Continued RFEP stability and academic performance maintenance.
- Increased participation in articulated high school pathways.

AA Students:

- Sustained improvement in Math DFS linked to applied STEM instruction.
- Increased enrollment in Edison High School articulated STEM pathways.
- Increased GPA stability and academic persistence in math coursework.

Schoolwide Impact:

- Increased Math DFS aligned to overall school target (41.9 → 56.9).
- Real-World Experiences favorable rating increase from 77 (Fall) to 80+ (Spring).
- Increased industry pathway articulation rates from 8th to 9th grade.

Measurement & Monitoring:

- SBAC Math DFS
- RFEP status tracking
- High school articulation enrollment data
- Climate & Culture survey results
- Annual CTE pathway participation reports

Monitored by: Administration, CTE Lead, Counselors, SSC, CCT

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G1 - Academic Growth and Achievement

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. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	18,685.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Class and site licenses for all subjects, especially CTE, Computer Science, tech software, and subjects incorporating STEM across the curriculum	4,000.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts **Budget lines for personnel include salaries and related benefits	4,018.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for Math acceleration and remediation, GATE certification training, Building Thinking Classrooms and Illustrative Math, and training in GATE, STEM instruction and PD Workshops	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials for projects and community presentations	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : PD Workshops for Math acceleration and remediation, GATE certification training, Building Thinking Classrooms and Illustrative Math, and training in GATE, STEM instruction.	7,500.00
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.	100.00
G1A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage for HSL to conduct a home visit for EL engagement.	186.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			supplemental contracts for tutoring, intervention, enrichment, and acceleration. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	23,314.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Purchase for materials and supplies for STEM innovation and technology.	25,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies for student achievement and STEM innovation.	5,500.00

$99,803.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Education Enrichment Opportunities/ Real World Experiences

Action Details

College & Career Readiness

Pursue Real-World Learning Experiences Through Academic Application and Industry Exposure

Based on the 2025–2026 Needs Assessment, Computech will intentionally connect enrichment opportunities to academic acceleration, particularly in Mathematics, technical literacy, and applied problem-solving.

While Climate & Culture data indicates strong engagement, this action will strengthen alignment between real-world exposure and measurable academic outcomes (SBAC Math DFS growth, subgroup acceleration, and stretch growth in i-Ready).

Computech will continue offering structured opportunities for students to connect classroom learning to authentic experiences. Students will build foundational knowledge of career pathways, workplace competencies, and academic expectations tied to industry success.

- VAPA field trips aligned to performance-based standards.
- Guest speakers across CTE, VAPA, Ethnic Studies, and core academic courses.
- College and university visits (including Edison articulation).
- HBCU and STEM exposure opportunities.
- College Day on campus with university representation.
- Structured baseline real-world experiences for all students to ensure equitable access.
- Support for virtual field trips and industry simulations.
- Technology purchases to support career exploration.
- Supplemental materials to support applied math and literacy within real-world projects.

Direct Instructional Services

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

(MTSS-Aligned Enrichment Integration)

Real-world learning will intentionally reinforce Tier 1 academic standards.

- Supplemental curriculum materials aligned to applied math and literacy.
- Technology for virtual field trips and simulations.
- College & Career Exploration Day (students & families).
- Project-based learning connected to STEM and pathway alignment.
- Structured reflection protocols linking experiences to academic standards.

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 population remains small; however, RFEP students improved year-over-year (ELA +9.8 DFS; Math +7.3 DFS). The goal is to sustain and accelerate this growth.

AA students improved significantly year-over-year (ELA +13 DFS; Math +39 DFS). The focus now is sustainability and increased access to advanced opportunities.

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

EL:

- VP oversight of EL academic monitoring.
- Counselor check-ins to support speaking and listening during real-world activities.
- After-school supports tied to enrichment experiences.
- Supplemental academic language materials connected to career themes.

AA:

- Continued HBCU exposure (A4 partnership).
- STEM field trips focused on math application.
- Academic monitoring connected to enrichment participation.
- College & Career planning meetings with families.

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

EL:

- *Technology and equipment to ensure EL access to enrichment experiences.*
- *Translation services for college events and pathway meetings.*

AA:

- *Technology and equipment to ensure equitable access.*
- *Supplemental support for academic readiness tied to enrichment.*

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

EL:

- PLC planning to embed language objectives into real-world projects.
- RFEP monitoring protocols.
- Required 7th grade Computers course.
- 8th grade elective wheel aligned to Edison pathways.
- Translation services for all enrichment family events.

AA:

- Intentional recruitment into enrichment and STEM experiences.
- Individual academic pathway planning.
- Monitoring enrollment in advanced electives.

- Structured reflection tying enrichment to academic growth.

Student Groups

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

English Learner (EL):

EL population remains small; however, RFEP students improved year-over-year (ELA +9.8 DFS; Math +7.3 DFS). The goal is to use funding to sustain and accelerate this growth.

African American (AA):

AA students improved significantly year-over-year (ELA +13 DFS; Math +39 DFS). The fund use will focus on sustainability and increased access to advanced opportunities.

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.
- 7th grade required Computers class
- 8th grade required elective wheel that aligns to Edison pathways (biomed, engineering, robotics, capstone).
- Translation Services

- Materials, training, technology, and programs around STEM/CTE
- Purposeful use of technology in all classes
- RFEP Monitoring
- Adopted curriculum supplemental materials
- RFEP monitoring

African American (AA):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- College Day at Computech.
- Edison Pathway Information Night.
- HBCU & College Information Sessions.
- Career Exploration Workshops.
- Parent Square updates regarding enrichment opportunities.
- Translation support for all major events.
- Alumni Day
- Summer academic planning workshops for families.

Professional Learning

Describe Professional Learning related to this action.

- Designing project-based learning tied to Math standards.
- Connecting real-world experiences to SBAC performance.
- Industry competency integration.
- Academic discourse strategies within enrichment.
- Equitable access to enrichment opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Expect to see
We will achieve these changes in knowledge and learning...

We will achieve measurable growth in student awareness of career pathways, applied math skills, and academic relevance by embedding real-world experiences within Tier 1 instruction.

Outcomes & Measurement:

EL Students:

- Increased participation in enrichment experiences.

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 increased academic confidence, stronger math application skills, and greater participation in rigorous coursework pathways.

Outcomes & Measurement:

EL Students:

- Increased academic discourse confidence.
- Sustained or increased DFS growth in ELA and Math.

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.

Hope to see
And ultimately achieve these impacts.

Through sustained real-world academic integration, students will improve academically and demonstrate readiness for high school pathway success.

Outcomes & Measurement:

EL Students:

- Sustained year-over-year DFS growth in ELA and Math.

- Increased engagement in speaking and presenting during real-world learning.
- Sustained RFEP monitoring to protect DFS growth.

AA Students:

- Increased participation in STEM and college exposure experiences.
- Increased enrollment in advanced electives connected to enrichment.

Measurement & Monitoring:

- Participation logs for enrichment activities.
- Enrollment disaggregation data.
- Student reflection artifacts.
- RFEP tracking.
- Walkthrough documentation of academic integration.

Monitored by: Administration, CTE, VAPA, Counselors, PLC Leads

AA Students:

- Increased enrollment in STEM electives.
- Increased participation in articulated Edison pathways.

Schoolwide Target:

- Climate & Culture Real-World Experiences favorable rating increase from 77 to 80.
- Increased student participation in enrichment experiences by 10%.

Measurement & Monitoring:

- Climate & Culture Survey results.
- Enrollment data.
- Participation in pathway activities.
- Mid-year academic data review.

Monitored by: Administration, CTE, VAPA, CCT

- Stable or increased RFEP performance.

AA Students:

- Continued Math DFS growth aligned to school target.
- Increased advanced coursework enrollment.
- Sustained GPA and attendance improvement.

Schoolwide Impact:

- Contribution to overall SBAC Math DFS target increase (41.9 → 56.9).
- Real-World Experiences favorable rating increase from Fall to Spring (77 → 80+).
- Increased articulation into Edison STEM pathways.

Measurement & Monitoring:

- SBAC results.
- Enrollment disaggregation.
- RFEP tracking.
- Climate & Culture survey data.
- Annual enrichment participation review.

Monitored by: Administration, CTE Lead, Counselors, SSC

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Computech Engagement in Arts, Activities, and Athletics

Action Details

College & Career Readiness

Pursue Excellence Through Belonging, Participation, and Leadership Development

Based on 2025–2026 Needs Assessment data, Computech will continue strengthening student engagement systems to sustain:

- Low suspension rates (0.1%)
- Reduced chronic absenteeism (4.5% → target 3.9%)
- High student wellness favorable ratings (81% → target 83%)
- Increased staff culture favorable ratings (79% → target 83%)

Engagement will be leveraged as a strategic driver of attendance, academic persistence, and school connectedness.

Action Steps Include:

- Updating and modernizing engagement materials and promotional platforms.
- Expanding structured participation tracking using scanner data.
- Disaggregating participation data by subgroup.
- Providing supplemental contracts for advisors and coaches to expand access.
- Creating a structured “At Least One” initiative (every student participates in at least one engagement opportunity).
- Strengthening House System incentives tied to attendance and academic growth.
- Expanding affinity-based student organizations (NSBE Jr., Coder Girls, cultural clubs).
- Club Rush each semester.
- Expanding WEB leadership and peer mentorship.
- Funding materials and supplies to enhance quality of student experiences.
- Increasing multicultural celebrations year-round.
- Aligning engagement opportunities to academic goals (math competitions, academic decathlon, robotics, arts showcases).

- Recognition systems tied to attendance, academic growth, and participation.

Direct Instructional Services

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

Engagement will reinforce Tier 1 instruction and social-emotional development.

- Student interest surveys administered twice annually.
- Engagement calendar published quarterly.
- Materials and supplies for schoolwide activities.
- Academic competitions embedded in clubs (Math Olympiad, STEM competitions).
- Multicultural celebrations integrated into curriculum.
- Workshops and conferences for student leadership development.
- WEB mentoring for 6th grade transition.

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.

EL students continue to perform strongly; RFEP students showed positive DFS growth (ELA +9.8, Math +7.3). Engagement structures will protect and sustain those gains.

- 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.

Priority focus on:

- SWD
- AA
- SED
- EL
- Foster Youth

Planned Expenses:

- Incentives tied to attendance and engagement.
- Materials for clubs and athletics.
- Support for participation in competitions.
- Removing financial barriers to participation.
-

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.

- Equipment and materials for clubs.
- Athletic and VAPA supplies.
- Student leadership conference participation.

- Supplies and materials to remove barriers to participation.
- Transportation support if needed.

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.

- Disaggregated participation data review quarterly.
- Direct outreach to students not engaged in at least one activity.
- House System incentives tied to attendance and GPA.
- Targeted recruitment into academic and STEM clubs.
- Monitoring SWD and AA participation in leadership roles.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Athletic showcases and arts performances.
- Multicultural celebrations.
- Club Rush Family Nights.
- Recognition ceremonies.
- Parent communication via ParentSquare.
- Engagement participation reports shared at SSC.

Professional Learning

Describe Professional Learning related to this action.

- PD on engagement as a strategy for academic achievement.
- Training advisors on inclusive practices.
- Training coaches on student data tracking.
- Student belonging and restorative practices training.
- Leadership training for WEB and club advisors.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Expect to see
We will achieve these changes in knowledge and learning...

We will achieve increased awareness and accessibility of engagement opportunities among students, staff, and families through structured communication, tracking systems, and leadership development.

Outcomes & Measurement:

- Updated engagement materials distributed to 100% of students.
- Student interest surveys completed twice annually.

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.

Want to see
Shape these behaviors...

We aim to shape a school culture where student participation in arts, activities, and athletics steadily increases, particularly among underrepresented groups.

Outcomes & Measurement:

- 90%+ of students participating in at least one activity.
- Increased participation among SWD, AA, and EL students.

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.

Hope to see
And ultimately achieve these impacts.

We will ultimately achieve a school culture where engagement drives academic success, attendance stability, and social-emotional well-being.

Outcomes & Measurement:

- Sustained chronic absenteeism below 4%.
- Suspension rate maintained below 0.2%.
- Increased Math and ELA DFS linked to academic competition participation.

- Advisors trained on scanner data collection.
- Disaggregated participation reports created quarterly.

Measurement & Monitoring:

- Survey response rates.
- Engagement tracking logs.
- Advisor training attendance.
- Participation dashboards.

Monitored by: Administration, CTE, VAPA, CCT

- Climate & Culture student wellness favorable increase from 81% to 83%.
- Staff culture favorable increase from 79% to 83%.
- Chronic absenteeism reduced from 4.5% to 3.9%.

Measurement & Monitoring:

- Participation disaggregation reports.
- Climate & Culture survey data.
- Attendance dashboard monitoring.
- Suspension data analysis.

Monitored by: Administration, CTE, VAPA, CCT

- Increased student sense of belonging as measured by survey results.
- 95%+ student participation in at least one engagement opportunity.

Measurement & Monitoring:

- Annual engagement participation reports.
- SBAC Math DFS growth trends.
- Attendance and discipline data.
- Climate & Culture longitudinal data.

Monitored by: Administration, CTE, VAPA, CCT, SSC

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Computech Campus Climate and Culture

Action Details

Health & Wellness

Pursue Excellence Through Belonging, Emotional Intelligence, and Collective Efficacy

Based on the 2025–2026 Needs Assessment, Computech will strengthen campus climate systems to:

- Increase staff culture favorable from **79% → 83%**
- Increase student wellness favorable from **81% → 83%**
- Increase student belonging indicators by 3+ points
- Sustain suspension rate below 0.2%
- Reduce chronic absenteeism from **4.5% → 3.9%**

This year's focus will shift from solely implementing restorative practices to building proactive systems that increase belonging, emotional intelligence, and adult collective efficacy.

Action Steps Include:

- Refining Restorative Practices framework with fidelity monitoring.
- Campus visits to schools demonstrating strong proactive culture systems.
- SEL lessons and instructions focused on meeting students needs and the district SEL goals
- SEL lessons taught through special schedules, departments, or other site structure to ensure all students' needs are met.
- Climate and Culture team reviewing data and adjusting schoolwide SEL instruction structures based on data
- Expanding Target Supports Team (TST) data cycles.
- Strengthening WEB peer mentorship model.
- Structured student voice forums (quarterly).
- Improve student voice structures such as ASP and student voices association.
- Exploring SEL opportunities such as student camps, conferences, and local field trips centered on SEL wellness
- Enhancing campus aesthetics (tables, greenery, murals, common spaces).

- Strengthening the student leadership pipeline.
- Quarterly Mental Health Awareness Campaigns (Signs of Suicide, Healthy Relationships).
- Integrating academic goal-setting within Advisory.
- Collaborative work between leadership, SEL team, restorative practices, and Climate & Culture Committee.

Direct Instructional Services

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

Tier 1 – Universal SEL Supports

- SEL lessons and curriculum through departments, advisories, or other consistent space (student success lessons)
- Character assemblies
- Campus expectation reinforcement (Guidelines for Success/Discipline Guidelines)
- Student leadership programming
- Multicultural celebrations
- Mental health awareness campaigns

Tier 2 – Targeted Supports

- Target Supports Team (TST) meetings
- Small-group SEL interventions
- Attendance monitoring check-ins
- Goal-setting conferences

Tier 3 – Intensive Supports

- Individual restorative conferences
- Counselor referral system
- Wraparound supports

Additional Supports:

- Quarterly attendance celebrations
- Recognition incentives
- Engagement incentives tied to GPA and attendance
- Campus signage reinforcing expectations

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 students are not identified as low-performing in Goal 3; however, proactive belonging systems will protect and sustain engagement.

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

EL students are not identified as low-performing in Goal 3; however, proactive belonging systems will protect and sustain engagement.

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

EL students are not identified as low-performing in Goal 3; however, proactive belonging systems will protect and sustain engagement.

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.

- Translation of SEL materials.
- Interpreters at family workshops.
- Encouraging EL participation in leadership roles.
- RFEP monitoring to sustain engagement.
- Goal-setting conferences inclusive of language development.

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

- Incentives

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):

Hispanic (HI):

Foster Youth (FY):

English Learner (EL):

Asian (AS):

African American (AA):

Planned Supports for all students. :

- Advisory curriculum materials
- Teacher prep time for SEL implementation
- Celebration and recognition materials
- Competition registration fees (Chess, VAPA, Tech)
- Subscription tools for engagement tracking
- Incentives tied to attendance and positive behavior
- Field trips and special speakers

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):

Planned Supports for all students. :

- Advisory curriculum materials
- Teacher prep time for SEL implementation
- Celebration and recognition materials
- Competition registration fees (Chess, VAPA, Tech)
- Subscription tools for engagement tracking
- Incentives tied to attendance and positive behavior
- Field trips and special speakers

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 campus campaigns
- Club competition fees
- Restorative materials and training resources
- Planned Supports for all students. :
  - Advisory curriculum materials
  - Teacher prep time for SEL implementation
  - Celebration and recognition materials
  - Competition registration fees (Chess, VAPA, Tech)
  - Subscription tools for engagement tracking
  - Incentives tied to attendance and positive behavior
  - Field trips and special speakers

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family mental health workshops

- Attendance celebration recognition
- Climate & Culture updates at SSC
- Parent forums for student voice
- ParentSquare communication of expectations
- Multicultural celebrations
- Advisory curriculum overview nights

Professional Learning

Describe Professional Learning related to this action.

- Restorative Practices refresher training
- Collective efficacy and staff culture workshops
- Trauma-informed practices
- Student belonging and voice facilitation
- Data-informed SEL intervention training

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

Short-Term (Learning)

Expect to see
We will achieve these changes in knowledge and learning...

We will achieve increased understanding among staff and students of restorative practices, proactive SEL supports, and collective responsibility for maintaining a positive campus culture.

Outcomes & Measurement:

- Staff participation in restorative and SEL professional learning.
- Development and distribution of updated Guidelines for Success materials.
- Implementation of Advisory SEL lessons.
- Quarterly student voice forums conducted.

Measurement & Monitoring:

- PD attendance logs.
- Advisory lesson completion tracking.
- Pre/post staff surveys on collective efficacy.
- Student feedback surveys.

Monitored by: Administration, SEL Team, Climate & Culture Committee

Shape these behaviors...

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

Medium-Term (Change in Behavior or Performance)

Want to see
Shape these behaviors...

We aim to shape student and staff behaviors toward increased connectedness, proactive intervention, and strengthened adult collective efficacy.

Outcomes & Measurement:

- Suspension rate maintained below 0.2%.
- Chronic absenteeism reduced from 4.5% to 3.9%.
- Student wellness favorable increased from 81% → 83%.
- Staff culture favorable increased from 79% → 83%.
- “I feel like I belong” indicator increased by 3 points.

Measurement & Monitoring:

- Discipline reports.
- Attendance dashboards.
- Fall Climate & Culture survey.
- Participation in Advisory and leadership activities.

Monitored by: Administration, SEL Team, CCT

And ultimately achieve these impacts.

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

Long-Term (Change in Condition)

Hope to see
And ultimately achieve these impacts.

We will ultimately achieve a campus climate where students and staff feel safe, connected, and valued, contributing to improved academic outcomes and sustained attendance gains.

Outcomes & Measurement:

- Sustained suspension rate below 0.2%.
- Chronic absenteeism sustained below 4%.
- Climate & Culture belonging indicators increased 3+ points from Fall to Spring.
- Staff culture favorable sustained at 83%+.
- Increased academic persistence reflected in Math DFS growth.

Measurement & Monitoring:

- Annual Climate & Culture survey data.
- Attendance and discipline trend analysis.
- SBAC Math DFS correlation to engagement data.
- Staff retention and morale indicators.

Monitored by: Administration, SEL Coordinators, Climate & Culture Team, SSC

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Computech Attendance

Action Details

Life Skills

Pursue Excellence Through Consistent Attendance and Student Engagement

Based on the 2025–2026 Needs Assessment, Computech will continue strengthening its attendance systems to sustain low chronic absenteeism and ensure that all students maximize instructional time.

Current data indicates strong attendance performance with chronic absenteeism at **4.5%**, and the school will work to reduce that number to **3.9%** while maintaining strong engagement and family partnerships.

Attendance efforts will focus on proactive monitoring, early intervention, and strengthening connections between students, families, and the school community.

Action Steps Include:

- Conducting regularly scheduled attendance conferences with families of at-risk students.
- Strengthening early warning systems to identify students approaching chronic absenteeism thresholds.
- Continuing social-emotional supports through counseling and school social worker services.
- On-going celebrations during quarterly awards assemblies and other acknowledgement opportunities.
- Expanding attendance recognition programs and celebrations.
- Increasing targeted communication to families regarding attendance expectations.
- Providing structured incentives tied to attendance improvement.
- Connecting students with extracurricular activities to strengthen school belonging.
- Partnering with community agencies to support families facing barriers to attendance.
- Strengthening coordination between counselors, teachers, and the Home School Liaison.

Direct Instructional Services

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

• Attendance supports will align to the MTSS framework.

Tier 1 – Universal Attendance Supports

- Schoolwide attendance messaging.
- Advisory lessons emphasizing the importance of attendance.
- Quarterly attendance celebrations.
- Campus campaigns promoting daily attendance.

Tier 2 – Targeted Attendance Supports

- Attendance monitoring for students approaching chronic thresholds.
- Parent conferences with counselors and administrators.
- Small-group goal-setting sessions.

Tier 3 – Intensive Attendance Supports

- Individual attendance contracts.
- Family support meetings.
- Social worker and community agency referrals.

Additional Supports:

- Counseling services available to all students.
- Materials and resources for family attendance workshops.
- Recognition incentives and 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.

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.

- EL students are not identified as a low-performing group for attendance; however, proactive monitoring will ensure sustained engagement.

Student Groups

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

No specific Title I funds are allocated exclusively to attendance interventions.

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

No specific Title I funds are allocated exclusively to attendance interventions.

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

- Weekly monitoring of students approaching chronic absenteeism thresholds.
- Monthly family meetings for students with attendance concerns.
- Direct outreach to families through ParentSquare, phone calls, and conferences.
- Home School Liaison coordination with families and community services.
- Connecting students to clubs, sports, and leadership opportunities.
- Partnering with Gaston Middle School and community agencies to provide wraparound supports.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent workshops focused on attendance and academic success.
- Monthly family meetings for students with attendance concerns.
- ParentSquare communication regarding attendance expectations.
- Attendance recognition ceremonies for students and families.
- Translation services for all attendance-related communications.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on:

- Understanding chronic absenteeism indicators.
- Early intervention strategies for attendance concerns.
- Trauma-informed responses to attendance barriers.
- Strengthening family engagement around attendance.
- Using attendance data dashboards to guide intervention.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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.

Hope to see
And ultimately achieve these impacts.

Short-Term (Learning)

Expect to see
We will achieve these changes in knowledge and learning...

We will increase awareness among students, families, and staff about the importance of daily attendance, the impact of chronic absenteeism on academic performance, and the supports available to help students attend school consistently.

Outcomes & Measurement:

- Students and families receive consistent communication regarding attendance expectations.
- Staff understand and implement structured attendance monitoring systems.
- Increased participation in attendance workshops and family conferences.

Measurement & Monitoring:

- Attendance workshop participation logs.
- Family conference documentation.
- Attendance communication records.
- Pre/post surveys measuring attendance awareness.

Monitored by: Administration, Counselors, Social Worker, Attendance Team

- **Want to see**
  Shape these behaviors...

We aim to strengthen consistent attendance habits among students by connecting attendance to engagement opportunities, academic success, and school belonging.

Outcomes & Measurement:

- Reduction in the number of students approaching chronic absenteeism thresholds.
- Increased participation in attendance recognition programs.
- Increased student participation in extracurricular activities.

Measurement & Monitoring:

- Attendance dashboard data reviews.
- Participation tracking for attendance celebrations.
- Intervention documentation from counselors and support staff.

Student chronic absenteeism will decrease from **4.5% to 3.9%** by the second semester of the 2025–2026 school year.

Monitored by: Administration, Attendance Team, Counselors, Social Worker

We will ultimately achieve a sustained culture of strong attendance where students consistently attend school, maximizing instructional time and strengthening academic outcomes.

Outcomes & Measurement:

- Chronic absenteeism maintained below **4%**.
- Increased academic performance connected to improved attendance.
- Stronger family-school partnerships supporting consistent attendance.

Measurement & Monitoring:

- Year-over-year attendance data comparisons.
- Academic performance trends.
- Family engagement participation data.
- Climate and Culture survey indicators related to belonging and engagement.

Student chronic absenteeism will decrease by **8% overall by the end of the 2025–2026 school year**.

Monitored by: Administration, Attendance Task Force, Counselors, District Support Teams

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Pursue Excellence Through Visual and Performing Arts Education

Through Proposition 28 funding, Computech will expand access to high-quality Visual and Performing Arts (VAPA) opportunities that support student creativity, collaboration, and real-world application of artistic skills.

Computech currently offers a robust VAPA program including:

- Band
- Choir
- Orchestra / Strings
- Drama and Theatre
- Dance
- Stagecraft
- Art and Advanced Art

Proposition 28 funds will support program expansion, increased participation, and improved performance opportunities for students.

Action Steps Include:

- Increasing participation in **Winter and Spring Arts Extravaganza performances**.
- Expanding **student art gallery walks** showcasing student projects.
- Supporting **community performances** by drama and music students at community locations (e.g., senior living facilities and community centers).
- Providing opportunities for students to attend the **annual Arts Symposium at Disney Studios and Theme Park**.
- Expanding **student leadership opportunities within VAPA programs**.
- Improving equipment and materials for band, drama, dance, and art programs.
- Increasing opportunities for interdisciplinary collaboration between VAPA and STEM/CTE programs.
- Promoting arts participation as part of Computech's Whole Child development model.

These opportunities support both **student engagement and life skills development**, including creativity, teamwork, communication, and confidence.

Direct Instructional Services

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

Prop 28 funding will support direct instruction in VAPA courses through:

- Updated lighting and stage equipment for drama and stagecraft productions.
- Musical instruments and supplies for band, choir, orchestra, and strings.
- Visual arts materials for art and advanced art courses.
- Stagecraft and theatre production materials.
- Dance program supplies and equipment.
- Materials to support gallery exhibitions and student showcases.
- Transportation and materials supporting student participation in arts events and symposiums.
- Technology used for digital arts, media arts, and performance recording.

These resources will ensure students have access to industry-standard equipment and authentic artistic learning experiences.

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.

EL students will have equitable access to all VAPA opportunities.

Site-Based Supports Include:

- Encouraging EL student participation in VAPA courses and performances.
- Providing opportunities for EL students to develop confidence through performance and creative expression.
- Translation of performance announcements and family event communication.
- Encouraging EL students to participate in leadership roles within VAPA programs.

- Providing opportunities for EL students to present artistic work through exhibitions and performances.

VAPA programs support language development through collaboration, performance, and communication.

Student Groups

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

No Title I funds are allocated specifically to Prop 28 arts programming.

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

No 7090/7091 funds are allocated specifically to Prop 28 programming.

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

All student groups will have access to expanded VAPA opportunities through:

- Participation in arts performances and exhibitions.
- Access to high-quality arts materials and equipment.
- Opportunities to showcase student work through gallery walks and performances.
- Student leadership roles within arts programs.
- Participation in arts-related field trips and symposiums.

Efforts will ensure that participation reflects the diversity of the Computech student body.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement opportunities will include:

- Winter and Spring Arts Extravaganza performances.
- Student Art Gallery Walk events.

- Theatre and drama productions open to families and community members.
- Music and dance performances.
- Community-based arts performances in local venues.
- Parent participation in arts showcases and exhibitions.

These events strengthen family connection to the school and celebrate student creativity.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities will support VAPA staff through:

- Conferences and workshops focused on arts education and performance.
- Collaboration with other schools and arts organizations.
- Training on new arts equipment and instructional materials.
- Professional development focused on expanding student access to arts programs.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Expect to see
We will achieve these changes in knowledge and learning...

Students will increase their knowledge and skills in artistic disciplines while gaining confidence through performance and creative expression.

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.

Want to see
Shape these behaviors...

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.

Long-Term (Change in Condition)

Outcomes & Measurement:

- Increased student participation in VAPA courses.
- Increased student participation in arts performances and exhibitions.
- Improved access to high-quality arts materials and equipment.

Measurement & Monitoring:

- Enrollment data in VAPA courses.
- Participation in performances and exhibitions.
- Teacher feedback and student reflections.

Monitored by: Administration, VAPA Department, Arts Program Coordinators

Students will demonstrate increased engagement in school through participation in arts programs and performances.

Outcomes & Measurement:

- Increased student participation in Winter and Spring Arts Extravaganza events.
- Increased participation in arts symposium trips and community performances.
- Increased student leadership roles within arts programs.

Measurement & Monitoring:

- Event participation logs.
- Student leadership participation records.
- Attendance and engagement data.

Monitored by: Administration, VAPA Department, Arts Coordinators

Hope to see
And ultimately achieve these impacts.

Computech will strengthen its reputation as a school that supports the Whole Child through strong arts programming and creative opportunities.

Outcomes & Measurement:

- Sustained participation in VAPA programs.
- Increased student confidence and creativity.
- Expanded community partnerships through arts performances and exhibitions.
- Increased family engagement through arts events.

Measurement & Monitoring:

- Longitudinal VAPA enrollment data.
- Family participation in arts events.
- Student engagement survey responses.
- Community partnership tracking.

Monitored by: Administration, VAPA Department, Community Engagement Teams

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Recruitment efforts, outreach, and connection with future Computech students.	12,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: CCD-Leadership climate and culture for celebrations, culture days, and event signage	8,500.00
G2A1	Sup & Conc	Instruction	Direct-Food			500 for lost food bags.	500.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Swimming coach **Budget lines for personnel include salaries and related benefits	6,011.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support engagement in Arts, Activities and Athletics.	2,500.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Incentives, promotions, and marketing of the school.	12,000.00
G2A3	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Guest speakers for students and families to support academic, SEL, and holistic growth and learning.	4,400.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Real-world experience, off-campus opportunities, college, museum, industry, and career exposure, and potential 8th and 7th-grade trips.	30,000.00
G2A3	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, and workshops with industry leaders.	5,031.00

$80,942.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Computech Community & Communication

Action Details

Community Engagement

Pursue Excellence Through Strong Family Partnerships and Transparent Communication

Based on the 2025–2026 Needs Assessment and stakeholder feedback, Computech will strengthen communication systems and community engagement structures to support student achievement, family participation, and long-term magnet program sustainability.

Family engagement data remains strong; however, stakeholders have identified the need to strengthen consistency in communication, increase access to school resources, and ensure families understand academic expectations and opportunities available for their students.

Computech will expand its efforts to ensure that communication is timely, accessible, culturally responsive, and aligned to improving student academic outcomes.

Action Steps Include

- Continued use of the **school marquee** to promote events and achievements.
- Leveraging **student-created media and technology products** to promote the Computech mission and vision across the Edison region.
- Expanding **ParentSquare as the primary communication platform** for staff and families.
- Training all teachers and staff to maximize ParentSquare features.
- Providing consistent parent meetings including:
    - School Site Council
    - PTSO
    - Volunteer orientations
    - Registration nights
    - Open House
    - SST meetings
    - Academic Data Nights
- Expanding **family workshops focused on understanding academic data (SBAC, i-Ready, attendance).**

- Providing **school tours for families, community partners, and prospective students.**
- Expanding partnerships with **community organizations and local industry partners.**
- Providing translation services when needed.
- Supporting family participation through food, materials, childcare, and outreach resources.
- Strengthening communication between the school and families through **multi-platform messaging (ParentSquare, ATLAS, email, website).**

Direct Instructional Services

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

Family engagement will directly support student learning and academic growth.

- Parent meetings and workshops focused on supporting student success.
- Home School Liaison (HSL) coordination of family communication.
- Parent Nights highlighting Computech's Magnet Program.
- Incoming 7th Grade Orientation Nights.
- Academic Data Nights explaining SBAC and i-Ready.
- Family workshops supporting college and career readiness pathways.
- Graphics, signage, and promotional materials supporting family engagement.
- Targeted family support groups for key student groups (African American, Latino, 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.

EL students continue to perform strongly; however, strong communication systems will ensure continued family engagement and support for student success.

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 student groups:

- Parent outreach campaigns.
- Marketing of family engagement events.
- Parent coffee hours.
- Family engagement nights.
- Translation services.
- Additional teacher time for family conferences.
- Outreach to incoming 7th grade families.
- Workshops supporting academic success.

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 student groups:

- Parent outreach and engagement events.
- Translation services.
- Teacher stipends for parent engagement activities.
- Family workshops and informational sessions.
- Outreach materials promoting school programs.

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):

- Home School Liaison coordinating outreach efforts.
- GLA supporting family engagement programs.
- Regular marketing and communication of events.
- Data-sharing with families regarding student academic progress.
- Monitoring family participation trends.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive opportunities will include:

- Back to School Night
- Open House
- Registration and orientation events
- Academic Data Nights
- Parent coffee hours
- Cultural celebrations
- Parent leadership meetings (SSC / PTSO)
- Family workshops focused on supporting student achievement
- College and career readiness information sessions

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on:

- Effective family communication strategies
- Maximizing ParentSquare tools
- Culturally responsive family engagement
- Communicating academic data to families
- Building community partnerships

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Short-Term (Learning)

Expect to see
We will achieve these changes in knowledge and learning...

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

Outcomes & Measurement

- Increased knowledge of Computech's mission, vision, and magnet offerings.
- Increased family understanding of student academic expectations and 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.

Medium-Term (Change in Behavior or Performance)

Want to see
Shape these behaviors...

We aim to foster increased family participation in school events, decision-making processes, and academic support for students.

Outcomes & Measurement

- Increased attendance at family engagement events.
- Increased participation in SSC, PTSO, and family workshops.
- Increased teacher use of ParentSquare for communication.

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.

Long-Term (Change in Condition)

Hope to see
And ultimately achieve these impacts.

Computech will establish a sustainable culture of strong family engagement and community partnership that supports student academic success and long-term magnet program sustainability.

Outcomes & Measurement

- Sustained high levels of family participation in school events.
- Increased parent understanding of student academic progress.

- Increased staff use of ParentSquare as the preferred communication platform.

Measurement & Monitoring

- Event attendance data.
- ParentSquare usage analytics.
- Parent survey responses.
- Participation in workshops and meetings.

Monitored by: Administration, HSL, Family Engagement Team

Parent Climate & Culture Survey Goal:
"My child's school frequently updates me about my child's progress in class"

Increase from **90% → 93% favorable**

Measurement & Monitoring

- ParentSquare engagement analytics.
- Event participation logs.
- Parent survey feedback.

Monitored by: Administration, HSL, Parent Leadership Teams

- Expanded community partnerships supporting student opportunities.
- Strengthened trust and collaboration between school and families.

Parent Climate & Culture Survey Goal:

"My child's school frequently updates me about my child's progress in class"

Increase from **90% → 95% favorable**

Measurement & Monitoring

- Longitudinal parent engagement data.
- Parent survey results.
- Participation rates in school events.
- Community partnership tracking.

Monitored by: Administration, Parent Leadership Groups, Community Engagement Team

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Computech Magnetism, Diversity & Outreach for All Families

Action Details

Equitable Access

Pursue Excellence Through Equitable Access, Magnet Recruitment, and Community Partnerships

Based on stakeholder feedback and enrollment trends, Computech will strengthen outreach and recruitment efforts to ensure equitable access to the school's STEM, CTE, and VAPA magnet programs.

The goal is to increase awareness of Computech's unique educational opportunities while ensuring students from all backgrounds understand and have access to the application and matriculation process.

These efforts will also support the 7–12 articulated magnet pathway with Edison High School, strengthening student readiness for advanced coursework and career pathways.

Action Steps Include

- Providing equitable access to application and matriculation procedures for all families.
- Expanding outreach to underrepresented student groups across Fresno.
- Hosting STEM exploration experiences for prospective students.
- Showcasing Computech programs through recruitment fairs and campus events.
- Offering campus tours for families and community stakeholders.
- Conducting recruitment presentations at elementary schools.
- Hosting Parent Coffee Hours at feeder elementary schools.
- Strengthening articulation with Edison High School pathways.
- Career Day (Including Armed Forces), College Day and Alumni Days in an effort to increase student awareness of future opportunities.
- Leveraging student-created technology and media to promote the program.
- Creating promotional videos and digital marketing for recruitment.
- Expanding outreach through ParentSquare, website updates, and social media.
- Providing substitutes for staff attending outreach and recruitment professional development.

Direct Instructional Services

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

Magnetism and outreach will also provide meaningful learning opportunities for current students.

- Semester Club Rush activities.
- Family connection nights.
- Monthly parent meetings (in-person and virtual).
- Parent participation in College & Career Days.
- Parent participation in House System activities.
- STEM/CTE program demonstrations and workshops.
- Student leadership involvement in outreach events.
- Student-produced marketing and promotional materials.
- Incoming student orientation events.
- WEB leadership program and summer transition events.
- Schoolwide event marketing led by students and parents.
- Graphics and signage to create a welcoming campus environment.

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.

EL students are not currently identified as a low-performing group, but outreach efforts will ensure equitable access to 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 student groups:

- Parent outreach and recruitment events.
- Family engagement nights.
- Parent involvement in House System activities.
- Marketing materials for recruitment.
- Parent participation in real-world experience trips and career days.

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 student groups:

- Recruitment event materials.
- Outreach campaign resources.
- Parent workshops and informational sessions.
- Marketing materials promoting Computech programs.

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):

- Using all communication channels to promote magnet opportunities.
- Outreach to elementary schools across Fresno.
- Student ambassadors participating in recruitment events.
- Monitoring enrollment trends to ensure equitable representation.
- Hosting informational sessions for families interested in applying.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive family engagement opportunities include:

- Parent Coffee Hours at feeder elementary schools.
- Family Connection Nights.
- Recruitment fairs and campus tours.
- Incoming 7th Grade orientation events.
- STEM and CTE program showcases.
- Parent participation in Career and College Days.
- Parent leadership opportunities through SSC and PTSO.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on:

- Effective magnet school recruitment strategies.
- Culturally responsive outreach practices.
- Communicating program strengths to families.
- Using data to identify underrepresented student groups.
- Marketing and storytelling for magnet programs.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

Expect to see
We will achieve these changes in knowledge and learning...

We will increase awareness among families and community stakeholders about Computech's magnet programs, including STEM, CTE, and VAPA opportunities.

Outcomes & Measurement

- Increased understanding of application procedures among prospective families.
- Increased awareness of Computech's academic programs and pathways.
- Greater participation in recruitment events and outreach activities.

Measurement & Monitoring

- Attendance at recruitment presentations.
- Parent and student surveys following outreach events.
- Website and ParentSquare engagement data.

Monitored by: Administration, Outreach Team, Student Ambassadors

Shape these behaviors...

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

Want to see
Shape these behaviors...

We aim to strengthen recruitment efforts and expand student leadership participation in outreach activities to build stronger connections with the community.

Outcomes & Measurement

- Increased attendance at recruitment events and campus tours.
- Increased student participation in outreach leadership roles.
- Increased applications from underrepresented student groups.
- Stronger partnerships with feeder elementary schools.

Parent Climate Survey Goal:

"I feel like I am a part of my child's learning journey"

Increase from **91% → 93%**

Measurement & Monitoring

- Recruitment event participation data.
- Enrollment application numbers.
- Student leadership participation logs.
- Parent survey responses.

Monitored by: Administration, Outreach Team, Student Leaders

And ultimately achieve these impacts.

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

Hope to see
And ultimately achieve these impacts.

Computech will be widely recognized as a premier STEM, CTE, and VAPA magnet school serving students across Fresno and surrounding communities.

Outcomes & Measurement

- Sustained or increased enrollment in the Computech magnet program.
- Greater demographic representation across all student groups.
- Increased student participation in STEM and CTE programs.
- Strong parent engagement in recruitment and school leadership activities.

Parent Climate Survey Goal:

"I feel like I am a part of my child's learning journey"

Increase from **91% → 95%**

Measurement & Monitoring

- Enrollment and demographic data.
- Participation rates in STEM/CTE programs.
- Parent engagement metrics.
- Recruitment event attendance.

Monitored by: Administration, Recruitment Team, Student Leaders

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation to STEM, enrichment, and real-world experience activities, events, and exposures.	40,100.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent and community food incentives and prizes for parent appreciation and engagement.	2,500.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			Supplies for EL students and their families during workshops and parent meetings.	150.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Food and materials for PDs and staff appreciation.	2,500.00
G3A2	Sup & Conc	Instruction	Travel			Professional learning, conferences, workshops, travel, registration, hotels, and reimbursement	30,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Outside vendors for beautification, facilities improvements, and trainings	15,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Vendors: Support recruitment, open house, recruitment nights, back to school, WEB, parent nights, townhalls, community forums.	1,000.00

$91,250.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0100 Computech (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0100	1110	1000	1120	Teacher-Subs					G1A1	Subs for professional learning and planning. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	18,685.00
060	3010	0100	1110	1000	1160	Teacher-Supp					G1A2	supplemental contracts for tutoring, intervention, enrichment, and acceleration. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	23,314.00
060	3010	0100	1110	1000	4200	Bks & Ref					G1A1	Class and site licenses for all subjects, especially CTE, Computer Science, tech software, and subjects incorporating STEM across the curriculum	4,000.00
060	3010	0100	1110	1000	4400	Nc-Equipment					G1A3	Purchase for materials and supplies for STEM innovation and technology.	25,000.00
060	3010	0100	1110	2495	5899	Cons Svc/Oth					G2A3	TBD : Guest speakers for students and families to support academic, SEL, and holistic growth and learning.	4,400.00
030	7090	0100	1110	1000	1160	Teacher-Supp					G2A2	Swimming coach **Budget lines for personnel include salaries and related benefits	6,011.00
030	7090	0100	1110	1000	2960	Oth Cls-Supp					G1A1	Classified Supplemental Contracts **Budget lines for personnel include salaries and related benefits	4,018.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A2	Materials and Supplies to support engagement in Arts, Activities and Athletics.	2,500.00
030	7090	0100	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies for Math acceleration and remediation, GATE certification training, Building Thinking Classrooms and Illustrative Math, and training in GATE, STEM instruction and PD Workshops	5,500.00
030	7090	0100	1110	1000	4300	Mat & Supp					G3A2	: Food and materials for PDs and staff appreciation.	2,500.00
030	7090	0100	1110	1000	4300	Mat & Supp					G1A1	: Materials for projects and community presentations	2,000.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A3	: Real-world experience, off-campus opportunities, college, museum, industry, and career exposure, and potential 8th and 7th-grade trips.	30,000.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A1	: Recruitment efforts, outreach, and connection with future Computech students.	12,000.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A3	: Exposure opportunities in future education, careers, and industry leaders on or off campus, such as college and university days, career days, and workshops with industry leaders.	5,031.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A1	: CCD-Leadership climate and culture for celebrations, culture days, and event signage	8,500.00
030	7090	0100	1110	1000	4300	Mat & Supp					G2A2	: Incentives, promotions, and marketing of the school.	12,000.00
030	7090	0100	1110	1000	4400	Nc-Equipment					G1A3	Technology materials and supplies for student achievement and STEM innovation.	5,500.00
030	7090	0100	1110	1000	5221	Travel					G3A2	Professional learning, conferences, workshops, travel, registration, hotels, and reimbursement	30,000.00
030	7090	0100	1110	1000	5721	Direct Trans					G3A1	Transportation to STEM, enrichment, and real-world experience activities, events, and exposures.	40,100.00
030	7090	0100	1110	1000	5767	Direct-Food					G2A1	500 for lost food bags.	500.00
030	7090	0100	1110	1000	5899	Cons Svc/Oth					G3A2	TBD : Outside vendors for beautification, facilities improvements,	15,000.00

030	7090	0100	1110	1000	5899	Cons Svc/Oth	G3A2	and trainings	15,000.00
030	7090	0100	1110	1000	5899	Cons Svc/Oth	G3A2	TBD : Graphics Vendors: Support recruitment, open house, recruitment nights, back to school, WEB, parent nights, townhalls, community forums.	1,000.00
030	7090	0100	1110	1000	5899	Cons Svc/Oth	G1A1	TBD : PD Workshops for Math acceleration and remediation, GATE certification training, Building Thinking Classrooms and Illustrative Math, and training in GATE, STEM instruction.	7,500.00
030	7090	0100	1110	2420	4400	Nc-Equipment	G1A1	Technology needs for library services to support academic achievement and instruction.	4,000.00
030	7090	0100	1110	2495	4300	Mat & Supp	G3A1	: Parent and community food incentives and prizes for parent appreciation and engagement.	2,500.00
030	7091	0100	4760	1000	4300	Mat & Supp	G1A1	Supplies for EL students to redesignate or take assessments.	100.00
030	7091	0100	4760	2495	4300	Mat & Supp	G3A1	Supplies for EL students and their families during workshops and parent meetings.	150.00
030	7091	0100	4760	3130	5211	Local Mileag	G1A1	Mileage for HSL to conduct a home visit for EL engagement.	186.00
									$271,995.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$75,399.00
Sup & Conc	7090	$196,160.00
LCFF: EL	7091	$436.00
Grand Total		**$271,995.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$99,803.00
G2 - The Whole Child (SEL and Engagement)	$80,942.00
G3 - Operational Excellence	$91,250.00
Grand Total	**$271,995.00**