

Edison Computech Middle

10621666103840

Principal's Name: Andrew Scherrer

Principal's Signature:

A handwritten signature in black ink, appearing to be 'AS', with a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

| Table of Contents | |
|--------------------------------------|---|
| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Additional Documents | <i>Site Parent Involvement Policy/Compact/SSC Bylaws</i> |
| School Quality Review Process | <i>Data Analysis and identification of needs and goals</i> |
| School Report Card | <i>Needs Assessment</i> |
| Action Plan | <i>Action designed to meet the needs and accomplish the goals</i> |
| Budget | <i>Allocations and planned expenditures</i> |

| District Goals | |
|---|---|
| <p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p> | |
| 1. | All students will excel in reading, writing and math. |
| 2. | All students will engage in arts, activities and athletics. |
| 3. | All students will demonstrate the character and competencies for workplace success. |
| 4. | All students will stay in school on target to graduate. |

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

Consolidated Program Assurances

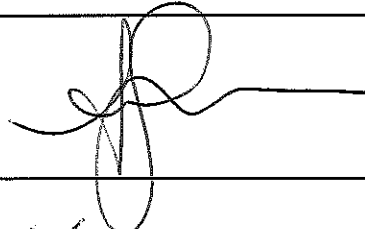

| |
|---|
| <p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed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

School Site Council

| School Site Council List | | | | | |
|---|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Andrew Scherrer | X | | | | |
| 2. Chairperson - Kirsten Linde r | | | | X | |
| 3. Jennifer Kanzler | | X | | | |
| 4. Taylor Vizthum | | X | | | |
| 5. Kari Pruett | | X | | | |
| 6. Janet Hubner | | X | | | |
| 7. Marlene Murphy-Roach | | | | X | |
| 8. Graciela Vences | | | | | X |
| 9. Alina Sanchez | | | | | X |
| 10. Cali Nalchalgian | | | | | X |
| 11. Dawn Psenner | | | X | | |
| 12. Sandra Ramirez | | | | X | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|---|
| Check the appropriate box below: |
| <input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____. |

Required Signatures

| School Name: | | | |
|---|-------------------------|---|----------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Andrew Scherrer |  | 3-29-17 |
| SSC Chairperson | Kirsten Linder |  | 3-29-17 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Computech - 0100

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$38,066 * |
| 7090 | LCFF Supplemental & Concentration | \$146,728 |
| 7091 | LCFF for English Learners | \$762 |
| TOTAL 2017/18 ON-SITE ALLOCATION | | \$185,556 |

| | |
|--|----------|
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$928 |
| Remaining Title I funds are at the discretion of the School Site Council | \$37,138 |
| Total Title I Allocation | \$38,066 |

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15-16 | EOY 13-14 | EOY 14-15 | EOY 15-16 | Q3 16-17 | Data Source Location |
|--------------------------|----------------------|---|---------------------------------------|--------------------|------------------|-----------|------------------|--|
| <input type="checkbox"/> | 3165 | District Dashboard (Goal 1): Performance on Smarter Balance (ELA) | 1/17 | N/A ³ | 92.19% | 92.06% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3166 | District Dashboard (Goal 1): Performance on Smarter Balance (Math) | 1/17 | N/A ³ | 72.94% | 77.52% | N/A ³ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 3158 | District Dashboard (Goal 4): Percentage of students with a D or F on their report card | 1/17 | 0.00% ⁴ | 39.60% | 38.87% | 32.84% | •LCAP Dashboard - 8OtherPupilOutcomes |
| <input type="checkbox"/> | 6256 | Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment | 1/17 | N/A ⁷ | N/A ⁷ | 70.80% | 83.10% | •LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement) |
| <input type="checkbox"/> | 6258 | Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment | N/A ^{8*} | N/A ⁸ | N/A ⁸ | 0.00% | 57.63% | •LCAP Dashboard - 4PupilAchievement |

2 - Social Emotional/Climate Culture

| Selected | ID | Description | ¹⁴ Rank Based on EOY 15-16 | EOY 13-14 | EOY 14-15 | EOY 15-16 | Q3 16-17 | Data Source Location |
|--------------------------|---------------------|---|---------------------------------------|-----------|-----------|-----------|----------|--|
| <input type="checkbox"/> | 917 | District Dashboard (Goal 1): Number and percentage of English | 1/17* | 0.00% | 100.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL |

| | | | | | | | | Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT |
|--------------------------|----------------------|--|--------|-------------------|-------------------|------------------|------------------|---|
| | | Learner students redesignated (current progress). | | | | | | |
| | | Annual Measurable Achievement | | | | | | |
| | | Objective 2: | | | | | | |
| <input type="checkbox"/> | 863 | Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT) | 13/17* | 0.00% | 0.00% | N/A ⁹ | N/A ⁹ | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 2358 | Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT | N/A* | 0.00% | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 4PupilAchievement |
| <input type="checkbox"/> | 48 | ADA Attendance Rate | 4/17 | 97.01% | 96.82% | 96.82% | 97.02% | •LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 5942 | Number and percentage of students who are chronically absent (attendance rate of 90% or less) | 4/17 | 4.21% | 5.76% | 4.63% | 4.58% | •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance |
| <input type="checkbox"/> | 4849 | Number and percentage of students who are truant as defined by education code (3 or more truancy violations) | 3/17 | N/A ¹⁰ | N/A ¹⁰ | 29.47% | 13.88% | •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 2001 | District Dashboard (Goal 4): On-campus suspension instances per 100 | 8/17 | 2.68% | 0.88% | 1.16% | 0.25% | •LCAP Dashboard - 6SchoolClimate |
| <input type="checkbox"/> | 843 | District Dashboard (Goal 4): Out of school suspension instances per 100 | 2/17 | 1.15% | 2.38% | 2.83% | 1.24% | •LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions |
| <input type="checkbox"/> | 528 | District Dashboard (Goal 4): Expulsions per 100 | 1/17 | 0.00% | 0.00% | 0.00% | 0.00% | •LCAP Dashboard - 6SchoolClimate |
| <input type="checkbox"/> | 1299 | Number and percentage of 7th-8th grade students who dropped out | 4/17 | 0.77% | 0.13% | 0.13% | 0.12% | •LCAP Dashboard - 5PupilEngagement |
| <input type="checkbox"/> | 2080 | District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) | 1/17 | 93.36% | 86.84% | 100.00% | 78.07% | •LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - |

| | | | | | | | | |
|--------------------------|----------------------|--|------|-------------------|-------------------|--------|-------------------|---|
| <input type="checkbox"/> | 7137 | Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey. | 1/17 | N/A ¹³ | N/A ¹³ | 76.37% | N/A ¹³ | •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7136 | Number and percentage of positive responses on the Self-Management construct of the secondary student survey. | 1/17 | N/A ¹³ | N/A ¹³ | 84.48% | N/A ¹³ | •SPSA SQII View - Culture - SurveyResults - Student |
| <input type="checkbox"/> | 7139 | Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey. | 1/17 | N/A ¹³ | N/A ¹³ | 70.36% | N/A ¹³ | •SPSA SQII View - Culture - SurveyResults - Student |

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Computech Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 3165 - Students meeting or exceeding the grade level standards on the CAASPP for English | 92.06 | 95 | |
| 3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math | 77.52 | 82 | |

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Magnetism, Diversity, and Outreach goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing school Magnetism/Matriculation as well as increasing interest and achievement in STEM/CTE, BYOD, technology use and understanding through action steps to include, but not be limited to:

- Providing equity and access to all application and matriculation procedures by making the campus accessible within the context of the school day via school group tours to all 6th grade students currently enrolled in a Fresno Unified School District Elementary School.
- Making the campus accessible to all students throughout the City of Fresno and surrounding areas by way of individually requested and scheduled tours.
- Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas through the use of Computech student tour guides, docents and explicit signage.
- Communicating the "Pursue Excellence" mantra with student-developed products and services oriented toward communicating the Computech mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st Century readiness.
- Utilizing input from (4) staff-based committees through communication with committee leads, focused on using the CCI process to continue to increase the "magnetism" of the Computech program.
- Increasing the "magnetism" of the Computech STEM/CTE program through expansion of current STEM/CTE lab, and deliberate actions to create a Computech "brand."
- Beginning a "Buy Computech" initiative through collection of Edison Region affiliated private businesses and services, including but not limited to school produced STEM/CTE products (screen printing, laser cut wood, 3D printed designs, pamphlets, etc.) in order to further connect the surrounding area as well as broader community and students to STEM/CTE/21st Century college and career readiness.
- Planning and providing field trips and activities toward greater STEM/CTE understanding, application, and appreciation further increasing academic achievement through application activities, field trips, activities and student experiences.
- Developing new and innovative elective offerings and experiences unique to Computech.

SMART Goals

From August 2017 through November 30, 2017, provide avenues to inform as many eligible students that represent the diversity available throughout Fresno City and Unified about Computech's program in order to encourage the greatest number of applicants (1,500 or more). After January 1, 2018 we will utilize SPSA expectations and goals to close any achievement gaps present in the resulting cohort of students selected to be the class of 2018-2019.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Transfer data regarding the number of applications to Computech indicates attractiveness of the Computech program.

Owner(s):

Transfers Office

Timeline:

After December 1, 2017

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

Number of students attending campus tours and Future Tiger Information Nights indicates interest in the Computech program.

Owner(s):

VP

Timeline:

October 1, 2017 through November 30, 2017

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

Tiger Tour Feedback Survey data (random sample of touring students, parents, tour guides, etc.) indicates portions of the tour/campus that were enticing, attractive, inspiring, etc.

Owner(s):

VP, Tiger Tour Guide(s), Magnet Committee

Timeline:

December 1, 2017 through June 8, 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent volunteers for October Elementary School visits, and Future Tiger Information Night(s)
- Parent University (translation services)

Describe Related Professional Learning:

- Office staff professional learning on elements of data collection and communication:
 - Google Forms
 - Google Sheets
 - Matriculation procedures (call in question/answer)
 - Appropriate contacts for school directory, transfer information, and transportation
- Committee meetings as part of 54 hours of PL led by administrative team
- Creation and review of welcoming procedures and common tour experiences

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Student/Staff Training on STEM/CTE
- WEB/Student Leadership
- Technology for students
- Materials for STEM/CTE programs for students
- Transportation and communication directed toward future students

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team
- Technology for students
- Materials for STEM/CTE programs for students
- Transportation and communication toward future students
- Translation services provided through Parent University for Future Tiger Information Nights, Registration Nights, Feedback Surveys, etc

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|---------------|-------------|-------------------------------|-----------|-----|--------|---|---------------------|--|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 1 | 2 | Title 1 Basic | Instruction | Teacher-Supplemental Salaries | | | | Committee Leads | \$ 6,000.00 | |
| 1 | 2 | Sup & Conc | Instruction | Direct Transportation (Dr) | | | | Transportation for 6th grade tours (buses) | \$ 8,000.00 | |
| 1 | 2 | Sup & Conc | Instruction | Direct Transportation (Dr) | | | | Zoo trip, student experiences | \$ 7,500.00 | |
| 1 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Engineering, Robotics, STEM Lab, Certifications | \$ 7,750.00 | |
| Total | | | | | | | | | \$ 29,250.00 | |

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 3158 - Students with a D or F on their report card | 32.08 | 25 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Technology and Bring Your Own Device goals will be implemented, created, organized, communicated and accessible to all stakeholders toward Technology and BYOD at Computech through action steps to include but not be limited to:

- Providing in-house technology training for staff, students, and parents toward increasing communication, academic achievement, lesson impact/effectiveness and actionable feedback.
- Attending conferences toward technology infusion (for example, CUE Conference) and increasing academic achievement through technology infusion, BYOD, and best practices.
- Purchasing an assorted variety of both assessment and non-assessment oriented software(s) toward increasing both the quantity and quality of formative and summative as well as more focused data collection and analysis toward intervention for students.
- Purchasing an assorted variety of software(s) and hardware(s) toward increasing STEMCTE/technology usage and academic levels for the 21st Century College and Career Readiness toward increasing both the quality and quantity of both formative and summative assessments in order to provide more focused data and analysis resulting in more targeted interventions for students.
 - Specific software that promotes BYOD/device usage is Nearpod (vendor from above).
- Maintaining an 8-hour Office Assistant position to assist in increasing communication, running ATLAS reports, etc. for parent/student information through the addition of 2 hours to the previously 6-hour office assistant position (carried over from the 2016-2017 SPSA).

SMART Goals

By June 8, 2018, Tiger Tracks data, library usage data, and ATLAS reports will show that at least 70% of visits indicate: effective use of technology/BYOD, consistent decrease in checkout trend data and an increase or plateau in ATLAS device usage causing D and F grades to decrease and academic achievement to increase.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Tiger Tracks data (Question #1) indicates real-time use for drop in (IPG) visits with regards to BYOD use and implementation.

Owner(s):

Principal, Vice Principal, GLA, AC, and those walking classrooms on Computech's campus;

Reports pulled by Principal and/or Office Assistant

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017; March 19, 2018 and June 8, 2018

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

Computech Library data indicates use of devices through the library in order to determine habitual usage and equity of access across campus.

Owner(s):

Librarian and library technician

Timeline:

Baseline report pulled for the week of August 21-25, 2017; following reports pulled the (5) day span of October 4-10, 2017; December 6-12, 2017 and March 14-20, 2018

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

ATLAS report "Network Device Attached Usage" corroborates and further explains data from Tiger Tracks and Library data for amounts and increase of BYOD/device use.

Owner(s):

Principal and/or Office Assistant

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017; March 19, 2018 and June 8, 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- School "Tech" classes about ATLAS, EduText, Remind, smart use of technology, discipline when students still needs their device, etc.
- Parent University
- PAWS Center (Parent Access Work Station) and PAWS Trainings
- Multiple methods of explicit intentional and targeted communication measures to ensure access to parent involvement opportunities

Describe Related Professional Learning:

- Office Assistant
 - Reports (D/F, One F, Fallers/Flyers, Students of Concern, Engagement, etc.)
 - Various eligibility lists (Jeanius Day, Honor, Athletic, Dance, Activity, etc.)
 - Progress Reports
 - Google forms (Tiger Tracks)
- Whole staff PL through 54 hours led by administrative team
- Whole staff PL through 54 hours led by identified (CTE and technology) teacher leaders
- Staff
 - BYOD Use
 - Technology Interventions (Summer)
 - Google Classroom
 - Technology-related Discipline Referrals
 - Proactive Responses (Restorative Practices, Climate and Culture)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- BYOD for all students through:
 - Bringing their own from home
 - Checking one out from the library (and increasing availability of devices in the library)
 - Daily
 - On a long term basis
- Technology learned and used by all students
- 7th grade required Computers class
- 8th grade optional technology based elective
- Technology based software(s) towards identification and intervention (including Nearpod)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- BYOD for all students through:
 - Bringing their own from home
 - Checking one out from the library
 - Daily
 - On a long term basis
- Technology learned and used by all students
 - 7th grade required Computers class
 - 8th grade optional technology based elective(s)
- Translation services provided through Parent University for parent technology training toward student usage of BYOD

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|---------------|-------------|---------------------------|-----------|-----|--------|---|--------|------------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 2 | 1 | Title 1 Basic | Instruction | Non Capitalized Equipment | | | | Lab upkeep/Recycle; keyboards, mice; BYOD devices | \$ | 20,066.00 |
| 2 | 1 | Title 1 Basic | Instruction | Books & Other Reference | | | | Nearpod | \$ | 4,500.00 |
| | | | | | | | | Total | \$ | 24,566.00 |

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA | 83.02 | 85 | Other - Please specify within action |
| 6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math | 57.68 | 70 | Other - Please specify within action |
| 3165 - Students meeting or exceeding the grade level standards on the CAASPP for English | 92.06 | 95 | Other - Please specify within action |
| 3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math | 77.52 | 80 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Curriculum goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing content specific literacy and mathematical shifts through action steps to include but not be limited to:

- Increasing on-demand/cold writing in order to increase student achievement in writing standards, increasing research-based writing in order to increase writing and research achievement and increasing exposure to complex text, task, talk in order to increase literacy achievement.
- Purchasing a site license of Reading Counts through Scholastic toward increasing independent reading and reading comprehension.
- Visiting BYOD/STEM/CTE oriented schools/school districts in order to observe and collect best practices toward increasing opportunity, access, and achievement.
- Purchasing license(s) for assessment and intervention software(s) in classes for faster and more focused feedback on the standards toward increased intervention and achievement for all students, such as investing in Quia Assessment site license and Nearpod site license for formative/summative assessments and analytics toward more focused intervention and achievement.
- Providing substitute teachers as well as travel/transportation for professional development opportunities for increased learning for staff and, in turn, better strategies and pedagogy toward increased student understanding and achievement.
- Scheduling and providing (4) hours of supplemental pay per teacher, to be confirmed at the start of the school year in order to provide more focused planning involving appropriate analysis, use, and response to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students.
- Purchasing replacement projector/projector bulbs for instruction toward multiple modes of learning and increased understanding and achievement.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of elective and core curricular offerings both new and ongoing that work toward greater interest, participation, and achievement in STEM/CTE and 21st Century College and Career oriented classes, as well as increased opportunity to support literacy and math instructional best practices towards increased academic achievement.
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas.
- Supplementing district provided summer school through increasing about (4) additional teachers and (100-120) students through a Summer Bridge.

SMART Goals

By June 8, 2018, Tiger Tracks/IPG data will show an overall increase of 20% in each of the tenets in the IPG. Tiger Tracks (IPG) data will show 5% quarterly increases in elements surrounding literacy and math in all classrooms.

By June 8, 2018, CAASPP proficiency data will indicate a 95% ELA proficiency school wide with less than a 5% standard deviation below average for each identified student population on the CORE Report Card.

By June 8, 2018, CAASPP proficiency data will indicate 80% (or above) of students will be considered at or above grade level proficiency for mathematics with less than a 5% standard deviation below average for each identified student population on the CORE Report Card.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

District Interim benchmark assessment results provide standard data analysis towards corrective instruction and real-time intervention.

Owner(s):

Principal, Vice Principal, GLA, and ILT (Lead Teachers)

Timeline:

Interim #1 tentatively from (needs dates)
Interim #2 tentatively from (needs dates)

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

Accountable Community developed CFA results provide standard data analysis towards corrective instruction and real-time intervention.

Owner(s):

Principal, Vice Principal, GLA, and ILT (Lead Teachers)

Timeline:

Revolving throughout the 2017-2018 school year (baseline of at least two AC "cycles" per quarter)

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

Tiger Tracks and Instructional Practice Guide (IPG) data highlight and focus professional development towards best practices in support of instruction.

Owner(s):

Principal, Vice Principal, GLA, ILT, AC, and those walking classrooms on Computech's campus

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017; March 19, 2018 and June 8, 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Use of ATLAS toward understanding and following student progress
- SST, 504, IEP, etc. meetings for focused student intervention and support
- School Site Council
- Parent Teacher Student Organization (PTSO)
- Open House/Registration Night(s)
- Parent volunteering opportunities

Describe Related Professional Learning:

- Instructional Rounds (weekly)
 - Administrative Team
 - Instructional Leadership Team
 - Accountable Community members with common prep
- AC PL through the use of 54 hours led by administrative team
- Flex PD through the use of 54 hours facilitated by administrative team
- Professional Development (summer/BuyBack/54 hours) facilitated by administrative team

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- BYOD provides access to EL students including but not limited to tools for translation
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Adopted curriculum supplementals
- Assessment software for formative/summative assessment

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- BYOD provides access to EL students including but not limited to tools for translation
- WEB Leaders
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Translation services provided through Parent University for parent technology training toward student usage of technology and literacy

| Computech Budgeted Expenditures | | | | | | | | | |
|---------------------------------|--------|---------------|---|-------------------------------|-----------|-----|--------|--|---------------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Substitute Salaries | | | | Substitutes for PD | \$ 2,000.00 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | Additional staffing for summer school | \$ 10,000.00 |
| 3 | 1 | Sup & Conc | Instruction | Travel | | | | Travel and registration for CUE and other PD | \$ 3,000.00 |
| 3 | 1 | Title 1 Basic | Instruction | Books & Other Reference | | | | Assessment software such as: QUIA, KHAN, Reading Counts, etc | \$ 1,500.00 |
| 3 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Projector bulbs | \$ 3,500.00 |
| 3 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Art, Drama, Stagecraft, Music | \$ 12,700.00 |
| 3 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Forensics, Foreign Language, Temp, PE, Newspaper | \$ 5,625.00 |
| 3 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Math, Science | \$ 1,400.00 |
| 3 | 1 | Sup & Conc | Instructional Library, Media & Technology | Non Capitalized Equipment | | | | Library, Kindles, Overdrive | \$ 3,500.00 |
| | | | | | | | | Total | \$ 43,225.00 |

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|---|-----------|----------|--------------------------------------|
| 7139 - Secondary students social awareness survey results for questions 21-28 | 70.36 | 75 | Other - Please specify within action |
| 3158 - Students with a D or F on their report card | 32.08 | 25 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Grading Practices goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing clarity and consistency of school-wide grading practices and expectations through action steps to include but not be limited to:

- Adopting Computech Guidelines for Success through consensus-based management in order to define the profile of a successful Computech student.
- Purchasing copies of "On Your Mark" for all staff members towards focused professional development around best grading practices.
- Adopting and publishing Computech instructional commitments.
- Providing professional development regarding highly effective grading practices to include but not be limited to conferences, school site visits, and substitute teachers for teacher release.
- Providing in-house stakeholder training around Computech instructional commitments including those commitments made to the Guidelines for Success, grading practices, and homework nonnegotiable(s).

SMART Goals

After creation of a grading practices cohort (student proficient/advanced 6th grade CAASPP data and 6th grade 4th quarter A and B letter grades in math and ELA compared to students Quarter 1 grades of C or below), number of students in the cohort will decrease throughout the 2017-2018 school year, while student conative/soft skills and teacher efficacy regarding professional learning in support of school grading nonnegotiable(s) and commitment(s) will increase.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Guidelines for Success "grade" on student report cards (formerly citizenship grades) run through ATLAS report "Student Grade History" establishes Quarter 1 baseline for effectiveness of professional learning.

Owner(s):

Principal, Vice Principal, GLA and Office Assistant

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017; March 19, 2018 and June 8, 2018

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

ATLAS report "Grade Snapshot" establishes Quarter 1 baseline for effectiveness and correlation between Guidelines for Success and academic grading.

Owner(s):

Principal, Vice Principal, GLA and Office Assistant

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017; March 19, 2018 and June 8, 2018

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent Access Work Station (PAWS) and PAWS Training
- Institution of Lead Parent(s)
- SSC/PTSO
- Use of ATLAS toward understanding and following student progress

Describe Related Professional Learning:

- Professional Development in grading practices (Summer/BuyBack/54 hours) facilitated by administrative team
- ACs through 54 hours PL facilitated by administrative team

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Guidelines for Success
- ATLAS gradebook and management of gradebook
- Tiger academic counseling meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc. towards understanding grading practices
- Cohort of students identified above through ROAR and academic counseling.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- Hands on learning
- BYOD and software(s) allowing individualized homework and attention for students with specific needs
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Translation services provided through Parent University for parent technology training toward student usage of technology, Math intervention and literacy

| Computech Budgeted Expenditures | | | | | | | | | |
|---------------------------------|--------|------------|-------------|-------------------------------|-----------|-----|--------|---|--------------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
| 4 | 1 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | (4) hours of supplemental pay per teacher to be confirmed at the start of the year | \$ 5,000.00 |
| 4 | 1 | Sup & Conc | Instruction | Books & Other Reference | | | | Books and Supplies; "On Your Mark" by Thomas Guskey and other professional learning books | \$ 1,000.00 |
| | | | | | | | | Total | \$ 6,000.00 |

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 3165 - Students meeting or exceeding the grade level standards on the CAASPP for English | 92.06 | 95 | Other - Please specify within action |
| 3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math | 77.52 | 82 | Other - Please specify within action |
| 6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA | 83.02 | 85 | Other - Please specify within action |
| 6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math | 57.68 | 70 | Other - Please specify within action |

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Accountable Community (AC) goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing professionalism, collaboration, and student achievement through action steps to include but not be limited to:

- Developing and implementing standard protocols for AC work including CFA validity, CFA analysis and response rubrics.
- Utilizing *Learning By Doing* survey response data as well as Computech staff feedback in order to orient professional learning around areas of growth indicated by LBD survey results.
- Utilizing professional development substitute release time strategically oriented around AC CFA dates, district "Choice PD" dates, District Interim benchmark dates, and CAASPP assessment dates towards the continuous cycle of improvement in AC work: Plan, Teach, Analyze, Respond (Computech AC Placemats).
- Creating a supplemental contract pool for teachers desiring to turn professional development and professional learning opportunities around the Instructional Practice Guide (IPG) into action steps including walking classrooms with administration, and utilizing the IPG for discussion and calibration of instructional tenets.

SMART Goals

By June 8, 2018, quarterly reports showcase growth in two areas of focus around AC work against baseline data collected within the first (4 weeks of school); ensuring a CCI process and increasing best instructional practices towards increasing academic achievement.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

"Use of CFA" rubric data indicates the CCI process and observational growth about AC processes.

Owner(s):

Principal, Vice Principal, GLA, and ILT (Lead Teachers)

Timeline:

Revolving throughout the 2017-2018 school year (baseline of at least two AC "cycles" per quarter)

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

Tiger Tracks and IPG report data identifies best instructional practices and use on Computech's campus alongside AC strength.

Owner(s):

Principal, Vice Principal, GLA, AC, and those walking classrooms on Computech's campus

Timeline:

Baseline report pulled October 9, 2017; following reports pulled December 18, 2017, March 19, 2018, and June 8, 2018

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

Learning By Doing survey/continuum data provides areas of strength and growth for professional development needs, and is attuned to perceptions regarding accountable communities on campus.

Owner(s):

Principal, Vice Principal, GLA, and Office Assistant

Timeline:

Pre-survey in August, 2017, Mid-survey in January, and Post-survey in May 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Use of ATLAS toward understanding and following student progress
- SST, 504, IEP, etc. meetings for focused student intervention and support
- School Site Council
- Parent Teacher Student Organization (PTSO)
- Open House/Registration Night(s)
- Parent volunteering opportunities

Describe Related Professional Learning:

- Instructional Rounds (weekly)
 - Administrative Team
 - Instructional Leadership Team
 - Accountable Community members with common prep
- AC PL through the use of 54 hours led by administrative team
- Flex PD through the use of 54 hours facilitated by administrative team
- Professional Development (summer/BuyBack/54 hours) facilitated by administrative team
- Planning days through Computech iPL structures

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Guaranteed and Viable Curriculum (GVC)
- BYOD provides access to EL students including but not limited to tools for translation
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Adopted curriculum supplementals
- Assessment software for formative/summative assessment

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- BYOD provides access to EL students including but not limited to tools for translation
- WEB Leaders
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Translation services provided through Parent University for parent technology training toward student usage of technology and literacy

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|------------|-------------|-------------------------------|-----------|-----|--------|--|--------|-----------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 5 | 1 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | CORE planning days | \$ | 4,000.00 |
| 5 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Staff meeting/Visitor breakfast | \$ | 2,191.00 |
| 5 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Meeting materials, equipment, supplies and food including but not limited to beginning of the year coaching, advising, club meeting towards processes and procedures (FoodMaxx/SaveMart) | \$ | 2,000.00 |
| Total | | | | | | | | | \$ | 8,191.00 |

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|---------------------------------|-----------|----------|--------------------------------------|
| 5942 - Chronic absenteeism rate | 4.7 | 2.5 | Other - Please specify within action |
| 48 - Attendance rate | 97.02 | 98 | Other - Please specify within action |
| 4849 - Truancy rate | 13.88 | 5 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Attendance goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward decreasing chronic absenteeism among all identified student groups through action steps to include, but not be limited to:

- Holding regularly scheduled site based parent attendance conferences (i.e., alongside STEMCTE oriented trainings) with appropriate school personnel in order to:
 - Create improved parent understanding of the direct correlation between regular attendance and academic success
 - Facilitate improved parent knowledge of proven strategies for student success
 - Assist parents with practical strategies to improve student attendance
 - Decrease barriers impeding regular school attendance and therefore limiting academic achievement
 - Increase accessibility of Goal 2 activities by understanding the barriers that are preventing student participation/attendance in Goal 2 activities.
- Continuing to provide and staff the Tiger Den, (a student oriented center for those that are feeling disengaged and/or disconnected from school) by qualified personnel able to provide services and triage in order to help individuals have a greater understanding of the importance and strategies for attending and being successful at Computech.
- Creating Tigers Helping Tigers, a new A-G elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting. This class to include the presentation of AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increasing student efficacy and relationships
- Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
 - Principal's Quarterly Digital Newsletter
 - Text messages through Remind
 - School Messenger (Sundays)
 - Innovative attendance technology in the Front Office towards recording, tracking, and communicating tardiness and absences
- Holding regularly scheduled A2A conferences
- Establishing benchmark events towards celebrating attendance successes.

- Establishing inaugural student connection events/groups, such as Lawn Chair Lunch, WOW, Computech Lifeguard League, etc. to encourage attendance and connections through student bonding and leadership led activities.

SMART Goals

- By June 8, 2018, the percentage of students considered to be chronically absent as indicated by School Quality Review Item 5942 will show an overall decrease from 4.7% to 2.5%. The percentage of students considered to be chronically absent will decrease from 4.7% to 3.7% by December 15, 2017 and will continue to decrease until the percentage of students considered to be chronically absent has decreased to 2.5% overall by June 8, 2018. The percentage of students that remain chronically absent as indicated by School Quality Review Item 5942 that have fewer than 3 documented interventions will be less than 5%.
- By June 8, 2018, the average daily attendance rate as indicated by School Quality Review Item 48 will show an overall increase of 1% from 97% to 98%. The average daily attendance rate will increase .5% by December 15, 2017 and will continue to increase an additional .5% until the average daily attendance rate as indicated by School Quality Review Item 48 demonstrates an overall 1% increase.
- By June 8, 2018 the percentage of students that are considered truant as indicated by School Quality Review Item 4849 will show an overall decrease from 13.88% to 5%. The percentage of students that are considered truant as indicated by School Quality Review Item 4849 will decrease from 13.88% to 10% by December 15, 2017 and will continue to decrease to 5% by June 7, 2018. The percentage of students that are considered to be truant as indicated by School Quality Review Item 4849 that have fewer than 3 documented interventions will be less than 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

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

Owner(s):

Registrar, Academic Counselor, GLA, VP, Tiger Den, RPC, Climate/Culture Committee. RP Climate and Culture Team

Timeline:

Baseline report to be pulled on September 25, 2017. Additional reports to be pulled on October 6, 2017; November 9, 2017; December 15, 2017; February 16, 2018; March 23, 2018; May 4, 2018 and June 8, 2018.

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

Daily attendance indicates not only the average daily attendance rate but also alert administration to any issues that teachers may be having keeping accurate attendance

Owner(s):

Attendance/Registrar, Principal

Timeline:

Baseline report to be pulled on September 25, 2017. Additional reports to be pulled on October 6, 2017; November 9, 2017; December 15, 2017; February 16, 2018; March 23, 2018; May 4, 2018 and June 8, 2018.

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

Communication metrics and reports (i.e., analytics from weekly School Messenger reports, Remind, MailChimp etc.) will indicate the quantity of communications regarding recorded interventions, upcoming training and at what level structures and responses are being implemented (classroom, system, etc).

Owner(s):

Attendance/Registrar, Principal

Timeline:

Baseline report to be pulled on September 25, 2017. Additional reports to be pulled on October 6, 2017; November 9, 2017; December 15, 2017; February 16, 2018; March 23, 2018; May 4, 2018 and June 8, 2018.

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

Monthly SQI reports will indicate overall progress towards goal achievement

Owner(s):

Principal

Timeline:

Reports to be pulled on September 29, 2017; October 31, 2017; November 30, 2017; December 15, 2017; January 31, 2018; February 28, 2018; March 30, 2018; April 30, 2018; May 31, 2018 and June 8, 2018.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- School "Tech" classes about both school and district systems (ATLAS, EduText, Remind, Computech Connections etc.), the smart use of technology especially at home when discipline might dictate limited access
- Parent University
- PAWS Center (Parent Access Work Station) and accompanying PAWS trainings

Describe Related Professional Learning:

- School Messenger
- Remind
- Office staff professional learning on elements of data collection and communication
- Committee meetings as part of 54 hours led by administrative team
- Whole staff PL through 54 hours led by RPC and Climate Culture Team

- Use of ATLAS toward understanding and following student progress
- SST, 504, IEP, etc. meetings for focused student intervention and support
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.

- Whole staff PL through 54 led by administrative team

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and the Social Emotional Paraeducator (Tiger Den)
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech’s EL Team.
- Translation services provided through Parent University for communicating private, social-emotional needs/concerns to parents/family as well as parent technology training toward student usage of technology and Math intervention and literacy strategies
- Daycare for parent/family meetings regarding attendance
- Materials for parent/family meetings regarding attendance
- WEB Leaders
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|---------------|----------------------|----------------------|-----------|-----|--------|--|--------|---------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 6 | 2 | Title 1 Basic | Parent Participation | Materials & Supplies | | | | Supplies for Parent meetings, NO FOOD, NO INCENTIVES | \$ | 929.00 |
| | | | | | | | | Total | \$ | 929.00 |

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 3158 - Students with a D or F on their report card | 32.88 | 25 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

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

- Creating and delivering effective professional development around intervention best practices resulting in increasing academic achievement.
- Utilizing the 8-hour Office Assistant position to run eligibility reports on a weekly basis in order to increase real-time communication so teachers can provide timely and targeted intervention towards increasing student achievement.
- Continuing to provide teacher release days for planning and reviewing student data in order to streamline the intervention process towards creating a more focused and real-time intervention school wide system resulting in increased student achievement.
- Continuing to provide teacher supplemental pay for for planning and reviewing student data in order to streamline the intervention process towards creating a more focused and real-time intervention school wide system resulting in increased student achievement.
- Continuing to improve upon current student recognition programs as a means for motivating students toward success.
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction based on student data.
- Providing coverage for teachers as needed for their participation in the 504, SST, IEP, etc process within the confines of the school day towards streamlining the meeting process in the hope of including more teachers and staff resulting in less teacher time being impacted outside of school allowing teachers to provide targeted interventions and/or support for their students (i.e., after school, during lunch, etc).
- Providing summer training for technology intervention strategies for staff (2 Hours) in order to demonstrate/facilitate more effective and efficient ways of gathering, analyzing, using and ultimately responding to student achievement data.
- Training and using peer tutors through Tigers Helping Tigers (a new A-G elective course offering) that will give participating students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting.
- Creating and utilizing a Computech Lifeguard League from baseline eligibility data towards creating a cohort of focus students.

SMART Goals

Over the course of the 2017-2018 academic year eligibility will, on average, show less than 100 students with a grade of "F" in one or more classes. The overall number of eligible students will increase each quarter by no less than 2% each quarter resulting in an overall 8% increase by June 8, 2018.

Over the course of the 2017-2018 academic year, the number of students on the one "F" List will decrease an average of 2% per quarter until EITHER there are no students on the one "F" list OR those students on the one "F" list have a minimum of 2 documented (in ATLAS) classroom level interventions.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Progress Monitoring using the Cycle of Continuous Improvement Model.

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

Gradebook last updated reports will indicate how responsive teachers are being to the identified academic needs of their students (minimum update every 7-days)

Owner(s):

Principal, Academic Counselor, Office Assistant, and teaching staff

Timeline:

Baseline report for quarter to be pulled on October 6, 2017. Following reports to be pulled on December 15, 2017; March 16, 2018 and June 7, 2018

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

"One F" Reports to teachers (students with an F in only one class--Tier 1) and "One F" portfolio entries indicate if a student needs more comprehensive academic intervention.

Owner(s):

Principal, VP, AC, Office Assistant, and teaching staff

Timeline:

Occurs on a weekly basis (as recorded on the assessment calendar).

Quarterly reports (October 9, 2017; December 15, 2017; March 15, 2018 and June 8, 2018) pulled with portfolio entries.

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

Weekly ATLAS reports for eligibility will indicate trend data over time as well as identify habitual "fallers"

Owner(s):

Principal, Academic Counselor, Office Assistant, and teaching staff

Timeline:

Occurs on a weekly basis (as recorded on the assessment calendar).

Explain the Targeted Actions for Parent Involvement (required by Title I):

- School "Tech" classes about ATLAS, EduText, Remind, etc., the smart use of technology, discipline when your students still needs their device, etc.
- Parent University
- PAWS Center (Parent Access Work Station) and PAWS Training(s)
- Use of ATLAS toward understanding and following student progress
- SST, 504, IEP, etc. meetings for focused student intervention and support
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc

Describe Related Professional Learning:

- School Messenger
- Remind
- Office staff professional learning on elements of data collection and communication
- AVID Strategies
- Peer Mentorship Model
- Staff
 - One "F" portfolio entries and counseling PD
 - Technology interventions (summer training)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Tiger Tutors
- Small Group Academic Conferences
- Flyers and Fallers
- Weekly eligibility
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and the Social Emotional support personnel in the Tiger Den

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- Daycare for parent/family meetings
- Materials for parent/family meetings
- WEB Leaders
- Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc.
- Translation services provided through Parent University for communicating private, social-emotional needs/concerns to parents/family as well as parent technology training toward student usage of technology and Math intervention and literacy strategies
- Daycare for parent/family meetings

Computech Budgeted Expenditures

| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget |
|--------|--------|---------------|--|----------------------------------|--------------------------|--------|--------|--|---------------------|
| 7 | 1 | Sup & Conc | Instructional Supervision & Administration | Clerical, Technical & Office-Reg | Assistant, School Office | 0.2500 | | | \$ 13,043.00 |
| 7 | 1 | Title 1 Basic | Instruction | Teacher-Supplemental Salaries | | | | Summer School (2 Hours) Intervention Through Technology Training | \$ 2,500.00 |
| 7 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | Recognition/Incentives (Blackbeards, Student of the Quarter, Department Student of the Month, etc) | \$ 9,000.00 |
| 7 | 1 | Sup & Conc | Instruction | Materials & Supplies | | | | Academic tiered intervention/Incentive materials and supplies | \$ 1,500.00 |
| | | | | | | | | Total | \$ 26,043.00 |

Action # 8

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQII Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 2080 - Students engaged in a goal 2 activity | 78.07 | 95 | Other - Please specify within action |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Goal 2 will be implemented, created, organized, and communicated to all stakeholders toward pursuing an ever increasing percentage of Computech students involved in at least one Goal 2 activity through action steps to include, but not be limited to:

- Updating current materials that promote and enhance communication regarding Goal 2 opportunities.
- Providing professional development in order to facilitate understanding around not only the connection between Goal 2 opportunities/activities and student achievement, but best practices toward increasing participation and achievement in all extracurricular activities.
- Providing extra/supplemental pay contracts toward:
 - Increasing and supporting Goal 2 experiences focusing on increasing student participation and connection to the school in order to allow for greater academic achievement.
 - Increasing and supporting clarity behind Goal 2 processes focused on increasing student participation increased participation and connection to the school in order to allow for greater academic achievement.
 - Increasing and supporting the goals of Goal 2 experiences and opportunities focusing on increasing student participation and connection to the school in order to allow for greater academic achievement.
- Purchasing and instructing all coaches and advisors on the operation of lanyards and scanners towards more streamlined data collection for the engagement tool
- Developing Advisory lesson(s) around time management (to encourage participation in clubs, sports, etc.), icebreakers, emotional intelligence etc.
- Providing supplies and materials for WEB, coaches, advisors, and other Goal 2 related meetings for increasing participation as well as opportunities intentionally planned in order to achieve increased participation.
- Providing opportunities and events for engaging students in academic success, such as: Boomers, Student of the Month, Recognition Lunches, etc.
- Making campus accessible and welcoming through student tour guides, docents, signage, and supplies/foods provided to all visitors and guests (Lead Teacher, Instructional Walks, parents, community groups, etc.)
- Maintaining the Tiger Den for those that are feeling disengaged, disconnected from school staffed by a qualified social emotional professional that will provide services and triage in order to help individuals have a greater understanding of the importance and strategies for being successful at Computech.
- Creating Tigers Helping Tigers, a new A-G elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting
- Training staff and Tiger tutor in utilization of AMD strategies specifically regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships
- Establishing inaugural student connection events/groups, such as Lawn Chair Lunch, WOW, Computech Lifeguard League, etc. to encourage attendance and connections through student bonding and leadership led activities.

SMART Goals

By June 8, 2018 Goal 2 Engagement data will indicate 95% or more of students are actively involved (as defined by attendance at 80% or more of all regularly scheduled meetings) in Goal 2 activities as recorded on SQII indicator 2080.
 By December 15, 2017, Goal 2 Engagement data will indicate 90% or more of students are actively engaged (as defined by attendance at 80% or more of all regularly scheduled meetings) in a Goal 2 activity with that percentage

continuing to increase to 95% by June 8, 2018.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Goal 2 “checkpoints” at each quarter through ATLAS engagement report indicate the number of students involved in a single activity or multiple activities. Conversely, it can also be used to identify students not entered in any engagement or Goal 2 activity allowing contact from the appropriate person(s) in order to get student(s) connected.

Owner(s):

Office Assistant, Campus Culture Director, Athletics Director, After School Program Coordinator (ASES), VP

Timeline:

Quarterly Goal 2 reports to be pulled on October 6, December 15, 2017 as well as on March 16, and June 7, 2018.

Non Engaged student reports to be pulled on September 22, October 20, November 17, 2017 as well as on February 2, March 2 and April 6, 2018.

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

Student surveys/interest (on-going, site-based) will indicate student interest (what students enjoyed, want to see more of, think needs improvement, etc).

Owner(s):

Office Assistant, Campus Culture Director, Athletics Director, After School Program Coordinator (ASES), VP

Timeline:

September 5, 2017 and March 12, 2017

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

Climate/Culture Survey (district provided) will indicate overall student feeling about Goal 2 activities offered

Owner(s):

Principal, VP

Timeline:

Available after April 2017

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents as coaches/advisors
- Parent meetings for engagements
- Parent surveys
- PTSO involvement as a “booster” club
- School Site Council Representation/Participation
- Reports through website; accessible by parents
- Parent University
- institution of Lead Parents

Describe Related Professional Learning:

- Committee meetings as part of 54 hours led by administrative team
- Whole staff PL as part of 54 hours led by administrative team and/or identified teacher leaders
- Office Staff professional learning on elements of data collection and communication
- Provided by OMat BuyBack/Institute Day(s):
 - Student Body use
 - Coach/Club Advisor/Activity Advisor paperwork
- Provided by Activities Director at BuyBack/Institute Day(s):
 - Fundraising calendar
 - Fundraising paperwork

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Goal 2 activities as well as extracurricular access and involvement are related to all Computech students
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and the Tiger Den staff
- Tigers Helping Tigers
- WEB Leaders
- Leadership (class and activities as a result of)
- Computech Lifeguard League
- RPC

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Goal 2 activities as well as extracurricular access and involvement for all Computech students including information sessions geared toward specific interests, backgrounds, cultures, etc. in order to provide more targeted recruitment.
- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- Daycare for parent/family meetings
- Materials for parent/family meetings
- WEB Leaders
- Translation services provided through Parent University
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and Tiger Den staff

- Leadership (class and activities as a result of)

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|------------|-------------|-------------------------------|-----------|-----|--------|---|--------|------------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 8 | 2 | Sup & Conc | Instruction | Teacher-Supplemental Salaries | | | | Coaching/Extra Pay Aquatics, h2o polo | \$ | 14,000.00 |
| 8 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | WEB materials and supplies; WOW Day | \$ | 2,308.00 |
| 8 | 2 | Sup & Conc | Instruction | Direct Transportation (Dr) | | | | Aquatics (transportation) | \$ | 2,500.00 |
| 8 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | Aquatics (refs, caps, equipment, supplies, etc) | \$ | 2,500.00 |
| | | | | | | | | Total | \$ | 21,308.00 |

Action # 9

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------------------------------------|
| 7136 - Self-Management construct of the secondary survey results for questions 19-26 | 84.5 | 85 | Other - Please specify within action |
| 7137 - Secondary students growth mindset survey results for questions 10-13 | 76.4 | 85 | Other - Please specify within action |
| 7139 - Secondary students social awareness survey results for questions 21-28 | 70.4 | 85 | Other - Please specify within action |

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Pursue Excellence Through...

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

- Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices and proactive responses to misbehaviors
- Leveraging current personnel resources including but not limited to the use of Social Emotional support staff to continue to operate the Tiger Den in an effort to increase student feelings of school and peer connectedness as well as overall emotional health and well-being.
- Creating Tigers Helping Tigers, a new A-G elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting including the delivery of research based AMD strategies regarding studying and organization for intervention through peer-to-peer interactions towards increasing student academic achievement and improving peer relationships.
- Providing materials and supplies for WEB to develop Advisory lessons that will allow students to have a common experience every week with a group of their grade alike peers and an adult on campus in support of relational capacity building.
- Establishing student connection activities (including WOW) to encourage connections and relationships through student bonding and leadership led activities.

SMART Goals

By June 8, 2018, Computech will have at least 85% of respondents on the **Staff** Climate Culture Survey (FUSD provided) indicate a positive response (agree or strongly agree) around schoolwide implementation of specific SEL elements of Restorative Practices, teacher fidelity to and efficacy of implementation of Restorative Practices as identified by a site based staff survey.

By June 8, 2018, Computech will have at least 85% of respondents on the **Student** Climate Culture Survey (FUSD provided) indicate a positive response (agree or strongly agree) around school wide expectations for behavior as well as individual SEL efficacy ratings.

By October 6, 2017, Computech will have 60% implementation of the elements listed below with an increase of 15%, reaching a total of 75% school wide implementation by December 15, 2018. By March 16, 2018, Computech will

reach 85% implementation until arriving at 100% implementation of the following elements of Restorative Practices as identified by key indicators on the Staff and Student School Climate Surveys:

- Weekly Class Meetings/Circles
- School wide Levels of Misbehaviors and Proactive Responses
- Guidelines for Success
- Peer Mediators (*Tigers Helping Tigers*)

By October 6, 2017, Computech will have 45% implementation of the elements listed below with an increase of 10%, reaching a total of 60% school wide implementation by December 15, 2018. By March 16, 2018, Computech will reach 75% implementation until arriving at 85% implementation of the following elements of Restorative Practices as identified by key indicators on the Staff and Student School Climate Surveys:

- Community Summit Leaders
- Meaningful Work for Students
- Use of appropriate referral process for misbehaviors and/or social-emotional needs
- Restorative Circles
- Conflict Resolution/Education

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Tiger Den referrals (recorded numbers) will indicate the actual number of students needing the Den that may not be self-referring as well as Tiger applications (registration nights) will indicate the potential number of students with above average social emotional needs.

Owner(s):

RSC, Tiger Den Staff, Culture and Climate Committee, Principal, VP, Classroom teachers, School Psychologist

Timeline:

Applications collected (April 4 and 5, 2017); data collection on

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

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

Owner(s):

Principal, VP, GLA

Timeline:

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

Survey data (staff, student, parent) will indicate if identified needs were met as well as reveal the next level of support or information/professional learning that may need be needed.

Owner(s):

VP

Timeline:

September 5, 2017 and March 12, 2017

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

Observational data from classroom visits and IPG (Tiger Tracks) will indicate the implementation of both district and site expectations

Owner(s):

Principal, VP, GLA, ILT

Timeline:

Walks occur throughout the school year (>100 per semester, and a minimum of 6 per week entered)

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent Restorative Practices training/information
- Parent University
- PAWS Center (Parent Access Work Station) and PAWS trainings
- Use of ATLAS towards understanding and following student progress
- SST, 504, IEP, etc. meetings for focused student intervention and support
- Open House/Registration Nights
- Parent volunteering opportunities

Describe Related Professional Learning:

- Appropriate ATLAS entries
- Safe and Civil Schools through 54 hours of PL provided by VP/Culture and Climate Team
- CHAMPS through BuyBack/Institute Day(s)
- Flex PD towards positive discipline, Restorative Practices, growth mindset, etc. through 54 hours facilitated by administrative team
- Referral processes through "Connections" portal
- Office staff professional learning on elements of data collection and communication

- Parent survey regarding both entrance and exit counseling for future social-emotional and disciplinary needs
- Computech Connections tool

- Google Forms
- Google Sheets

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Advisory/Class Meetings curriculum
- WEB/Student Leadership
- AMD curriculum
- Mediator Mentors
- Tigers Helping Tigers
- Quarterly Character Assemblies
- Computech Connections Tool
- Computech Lifeguard League

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team.
- Daycare for parent/family meetings
- Materials for parent/family meetings
- WEB Leaders
- Translation services provided through Parent University
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and Tiger Den staff
- Leadership (class and activities as a result of)
- Computech Connections

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|------------|-------------|-------------------------|-----------|-----|--------|--------------------------|--------|----------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 9 | 2 | Sup & Conc | Instruction | Direct-Maintenance (Dr) | | | | Maintenance/Repair/Paint | \$ | 3,000.00 |
| Total | | | | | | | | | \$ | 3,000.00 |

Action # 10

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

| SQI Element | Current % | Target % | Vendor |
|--|-----------|----------|--------|
| 48 - Attendance rate | 97.02 | 98 | |
| 2080 - Students engaged in a goal 2 activity | 77.6 | 90 | |
| 3158 - Students with a D or F on their report card | 32.8 | 25 | |

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Pursue Excellence Through...

Computech Community goals will be implemented, created, organized and communicated to all stakeholders toward increasing community presence including using technology and the Computech STEM/CTE Lab and Entrepreneurship Classes through actions steps to include but not be limited to:

- Increasing targeted communications, to include but not be limited to:
 - Quarterly Principal's Newsletter to stakeholders to apprise of relevant data/information concerning the school, students, staff, and upcoming events.
 - Weekly Principal's Newsletter to staff to apprise of relevant data/information concerning the schedule, school, students, staff, and upcoming events.
 - Weekly School Messenger to Computech community to apprise of relevant data/information concerning the schedule, school, students, staff, and upcoming events.
 - Send Remind texts to remind students/parents of events, schedule changes, transportation changes, fundraisers, etc.
 - Parking Lot Banners to communicate the "Pursue Excellence" mantra and connect the community to the school.
 - Newsletters, forms, information, etc. provided by graphics for further connection.
- Leveraging student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and community through application of skills and standards students are learning toward mastery and 21st Century readiness
- Providing parent meetings including but not limited to School Site Council, PTSO, volunteer orientations, registration night(s), Open House, SSTs, etc. toward increasing parent communication resulting in increased student achievement.
- Communicating the "Pursue Excellence" motto through the use of student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st century readiness.
- Continuing a "Buy Computech" initiative through collection of Edison Region affiliated private businesses and services, including but not limited to school produced STEM/CTE products (screen printing, laser cut wood, 3D printed designs, pamphlets, etc.) in order to further connect the surrounding area as well as broader community and students to STEM/CTE/21st Century college and career readiness.
- Increasing 6-hour Campus Assistant time an additional 2 hours to cover ASES/After School program until 6:00pm to increase student safety on campus.
- Adding an additional Noontime Assistant (NTA) position for morning supervision duty around the basketball courts and locker room(s) to increase student safety on campus.

SMART Goals

By June 8, 2018, the annual parent school climate survey will indicate a 10% increase in overall (average) agreement (including agree and strongly agree) with statements concerning communication and outreach with parents of Computech students by increasing supervision on campus, communicating through additional means with all stakeholders, and more accurately providing avenues for two-way communication including surveying parents for best times/dates for meetings, moving locations and times of meetings to involve more parents/stakeholders, and holding annual Town Hall Meetings.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Parent Culture/Climate Survey and pre-survey data indicates communication with the parent community (specifically, "When I have a concern, I know whom to contact" and "I participate in my child's school sponsored meetings/councils")

Owner(s):

Principal, Vice Principal, GLA, AC, Front Office Staff, Teaching Staff, and students

Timeline:

Continuous monitoring, pre-survey at the end of September, 2017; Culture/Climate Survey in February/March 2017

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

SchoolMessenger analytic data indicates how many families we are reaching.

Owner(s):

Principal, Attendance/Registrar, Office Assistant

Timeline:

Each Sunday during August and September pull reports towards eliminating disconnected/incorrect numbers; monitor throughout the year

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

Parent and student survey data indicates parent informational development needs, areas of growth/gaps, and best times for meetings.

Owner(s):

Principal, Office Assistant

Timeline:

Registration survey (incoming 7th graders) dates on April 4, 2017 and April 5, 2017; Back to School survey (August 16, 2017 and August 17, 2017); Holiday survey (December 17, 2017); and End of the Year survey (May 2018)

Explain the Targeted Actions for Parent Involvement (required by Title I):

- School Site Council (SSC) participation
- PTSO participation
- Parent University
- PAWS Center (Parent Access Work Station) and trainings
- Open House/Registration Nights
- Parent/community member volunteering opportunities
- Parent survey regarding exit counseling
- Tiger Town Hall Meetings

Describe Related Professional Learning:

- Development of service learning projects
- ACs through 54 hours PL facilitated by administrative team
- Flex PD towards STEM/CTE through 54 hours PL facilitated by administrative team and teachers
- Committee meetings through 54 hours of PL led by administrative team
- Front Office
 - SchoolMessenger
 - Remind
 - MailChimp
 - Google Forms
 - Google Sheets
 - Social Media
 - Facebook
 - Twitter
 - Instagram

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Technology for students
- Student/Staff training on STEM/CTE
- Materials for STEM/CTE programs for students

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech's EL Team
- Technology for students
- Materials for STEM/CTE programs for students

- Daycare for parent/family meetings
- Materials for parent/family meetings
- Translation services provided through Parent University
- Tigers Helping Tigers
- Computech Lifeguard LEague
- WEB Leaders

| Computech Budgeted Expenditures | | | | | | | | | | |
|---------------------------------|--------|---------------|----------------------|-------------------------------|-------------------------|--------|--------|---|--------|------------------|
| Action | Domain | Fund | Activity | Expense | Personnel | FTE | Vendor | Purpose of Expenditure | Budget | |
| 10 | 2 | Sup & Conc | Security | Classified Support-Regular | Assistant,Campus Safety | 0.2500 | | | \$ | 8,377.00 |
| 10 | 2 | Sup & Conc | Other Pupil Services | Other Classified-Supplemental | | | | Noon Time Supplemental Contract | \$ | 3,834.00 |
| 10 | 2 | LCCF: EL | Parent Participation | Other Classified-Supplemental | | | | Day Care / Translation for Parent Meetings | \$ | 762.00 |
| 10 | 1 | Title 1 Basic | Instruction | Teacher-Supplemental Salaries | | | | Supp. Contract/(parent drop-ins) | \$ | 2,571.00 |
| 10 | 2 | Sup & Conc | Parent Participation | Materials & Supplies | | | | Parent Volunteer Lunches, SSC, ELAC, etc | \$ | 2,000.00 |
| 10 | 2 | Sup & Conc | Instruction | Direct-Graphics (Dr) | | | | Graphics | \$ | 4,000.00 |
| 10 | 2 | Sup & Conc | Instruction | Materials & Supplies | | | | Materials for students in need (backpacks, clothes, materials, etc) | \$ | 1,500.00 |
| | | | | | | | | Total | \$ | 23,044.00 |

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0100 Computech (Locked)

| Action | Domair | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|--------|---------------|-----------------------------------|--------------|--------------------------|-------|--|-----------|
| 1 | 2 | Title 1 Basic | Instruction | Teacher-Supp | | | Committee Leads | 6,000.00 |
| 1 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Engineering, Robotics, STEM Lab, Certifications | 7,750.00 |
| 1 | 2 | Sup & Conc | Instruction | Direct Trans | | | : Zoo trip, student experiences | 7,500.00 |
| 1 | 2 | Sup & Conc | Instruction | Direct Trans | | | Transportation for 6th grade tours (buses) | 8,000.00 |
| 2 | 1 | Title 1 Basic | Instruction | Bks & Ref | | | Nearpod | 4,500.00 |
| 2 | 1 | Title 1 Basic | Instruction | Nc-Equipment | | | Lab upkeep/Recycle; keyboards, mice; BYOD devices | 20,066.00 |
| 3 | 1 | Title 1 Basic | Instruction | Bks & Ref | | | : Assessment software such as: QUIA, KHAN, Reading Counts, etc | 1,500.00 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Subs | | | Substitutes for PD | 2,000.00 |
| 3 | 1 | Sup & Conc | Instruction | Teacher-Supp | | | Additional staffing for summer school | 10,000.00 |
| 3 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Projector bulbs | 3,500.00 |
| 3 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Art, Drama, Stagecraft, Music | 12,700.00 |
| 3 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Forensics, Foreign Language, Temp, PE, Newspaper | 5,625.00 |
| 3 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Math, Science | 1,400.00 |
| 3 | 1 | Sup & Conc | Instruction | Travel | | | Travel and registration for CUE and other PD | 3,000.00 |
| 3 | 1 | Sup & Conc | Instructional Library, Media & Te | Nc-Equipment | | | : Library, Kindles, Overdrive | 3,500.00 |
| 4 | 1 | Sup & Conc | Instruction | Teacher-Supp | | | (4) hours of supplemental pay per teacher to be confirmed at the start of the year | 5,000.00 |
| 4 | 1 | Sup & Conc | Instruction | Bks & Ref | | | : Books and Supplies; "On Your Mark" by Thomas Guskey and other professional learning books | 1,000.00 |
| 5 | 1 | Sup & Conc | Instruction | Teacher-Supp | | | CORE planning days | 4,000.00 |
| 5 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Staff meeting/Visitor breakfast | 2,191.00 |
| 5 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Meeting materials, equipment, supplies and food including but not limited to beginning of the year coaching, advising, club meeting towards processes and procedures (FoodMaxx/SaveMart) | 2,000.00 |
| 6 | 2 | Title 1 Basic | Parent Participation | Mat & Supp | | | Supplies for Parent meetings, NO FOOD, NO INCENTIVES | 929.00 |
| 7 | 1 | Title 1 Basic | Instruction | Teacher-Supp | | | Summer School (2 Hours) Intervention Through Technology Training | 2,500.00 |
| 7 | 2 | Sup & Conc | Instruction | Mat & Supp | | | : Recognition/Incentives (Blackbeards, Student of the Quarter, Department Student of the Month, etc) | 9,000.00 |
| 7 | 1 | Sup & Conc | Instruction | Mat & Supp | | | : Academic tiered intervention/Incentive materials and supplies | 1,500.00 |
| 7 | 1 | Sup & Conc | Instructional Supervision & Admir | Cl&Tech-Reg | Assistant, School Office | 0.250 | | 13,043.00 |
| 8 | 2 | Sup & Conc | Instruction | Teacher-Supp | | | Coaching/Extra Pay Aquatics, h2o polo | 14,000.00 |
| 8 | 2 | Sup & Conc | Instruction | Mat & Supp | | | : WEB materials and supplies; WOW Day | 2,308.00 |
| 8 | 2 | Sup & Conc | Instruction | Mat & Supp | | | : Aquatics (refs, caps, equipment, supplies, etc) | 2,500.00 |
| 8 | 2 | Sup & Conc | Instruction | Direct Trans | | | : Aquatics (transportation) | 2,500.00 |

| | | | | | | | |
|----|---|---------------|----------------------|--------------|--------------------------|---|---------------------|
| 9 | 2 | Sup & Conc | Instruction | Direct-Maint | | Maintenance/Repair/Paint | 3,000.00 |
| 10 | 1 | Title 1 Basic | Instruction | Teacher-Supp | | Supp. Contract/(parent drop-ins) | 2,571.00 |
| 10 | 2 | Sup & Conc | Instruction | Mat & Supp | | : Materials for students in need (backpacks, clothes, materials, etc) | 1,500.00 |
| 10 | 2 | Sup & Conc | Instruction | Direct-Graph | | Graphics | 4,000.00 |
| 10 | 2 | Sup & Conc | Parent Participation | Mat & Supp | | Parent Volunteer Lunches, SSC, ELAC, etc | 2,000.00 |
| 10 | 2 | Sup & Conc | Other Pupil Services | Oth Cls-Supp | | Noon Time Supplemental Contract | 3,834.00 |
| 10 | 2 | Sup & Conc | Security | Cls Sup-Reg | Assistant, Campus Safety | 0.250 | 8,377.00 |
| 10 | 2 | LCFF: EL | Parent Participation | Oth Cls-Supp | | Day Care / Translation for Parent Meetings | 762.00 |
| | | | | | | | \$185,556.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$38,066.00 |
| Sup & Conc | 7090 | \$146,728.00 |
| LCFF: EL | 7091 | \$762.00 |
| Grand Total | | \$185,556.00 |

| Domain Totals | Budget Totals |
|-------------------------|---------------------|
| Academic | \$109,346.00 |
| SEL / Culture & Climate | \$76,210.00 |
| Grand Total | \$185,556.00 |