

Edison Computech Middle

10621666103840

Principal's Name: Bradley Berrett

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 - Bradley Berrett	X				
2. Chairperson – Kaleb Abouelghar					X
3. Thomas Stewart					X
4. Lavender Moua					X
5. Yoseph Aklilu					X
6. Charles Salanitro		X			
7. Larry Armstrong		X			
8. Jose Melchor		X			
9. Carrie Wise				X	
10. Amanda Fisher				X	
11. Dawn Psenner			X		
12. William McCarty				X	
13. Edythe Stewart				X	
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input 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	Bradley Berrett		4.3.19
SSC Chairperson	Kaleb Abanvelghar		4.3.19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$43,500 *
7090	LCFF Supplemental & Concentration	\$163,776
7091	LCFF for English Learners	\$0
		\$207,276
TOTAL 2019/20 ON-SITE ALLOCATION		\$207,276

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,740
Remaining Title I funds are at the discretion of the School Site Council	\$41,760
Total Title I Allocation	\$43,500

Computech Middle 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	98.542 %	89.29 %	2017-2018	96.29 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	86.104 %	79.203 %	2017-2018	86.203 %
One D or F on Any Report Card (grades 2-12)	31.564 %	37.939 %	2017-2018	30.939 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Full implementation of all facets for the (4) action steps proved difficult. Actions continued from previous practice were easy to continue; implementation of new pieces that required any type of restructuring, new systems, approaches, etc. proved to be more difficult.

As a result of the implemented actions, the overall percentage of our Asian students that scored Meets or Exceeds Standards in ELA have increased their scores by 6.4% over the past (3) years, our Black students by 2.3% and our White students by 4.4%. In comparison to our overall ELA scores that dropped by 2.2%.

Bulleted items below each action indicate just a few of the items at 90% implementation or more.

ACTION 1—Magnetism, Diversity and Outreach:

- Provided equity and access to all application and matriculation procedures through the use of Tiger Tour Guides
- Provided substitutes for teachers to attend conferences and other professional development/learning opportunities, including but not limited to:
 - CADA
 - CUE
 - VAPA conferences

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Overall there was a lack of focus on completing a full cycle of the CCI process. There was significant professional learning on creating, delivering and analyzing CFA results; however, there was not intentional learning around what to do next. There was also a lack of consistent Tier 1 supports and/or development of Tier 2 and 3 supports.

Bulleted items below each action were either not implemented at all or were part of an action step with less than 50% implementation in each action.

ACTION 1—Magnetism, Diversity and Outreach:

- Care package (Welcome to Tiger Town) to all incoming 6th grade students
- Special recognition of incoming students at home school when it comes to rank electives

ACTION 2—Curriculum and Site Achievement

- Scheduling and providing up to four (4) hours of supplemental pay per teacher... to provide focused and appropriate analysis, use, and respond to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students.
- Using more focused data analysis protocols made possible through purchase software(s) geared toward increasing quality and quantity of assessments in order to provide more focused data

ACTION 2—Curriculum and Site Achievement:

- Renewed site licenses for assessment and intervention software(s)
- Focused budgeting in support of elective and core curricular offerings both new and ongoing
- Focused budgeting in support of increasing opportunities to support literacy and math instructional best practices

ACTION 3—PLCs:

- Utilized the Guaranteed and Viable Curriculum

ACTION 4—Eligibility and Intervention:

- Continued to fund an additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, 1"F" lists, Flyers and Fallers etc.
- Continued to provide teacher release days for planning and (4) hours supplemental pay

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Full implementation of all facets for the (4) action steps proved difficult. Actions continued from previous practice were easy to continue; implementation of new pieces that required any type of restructuring, new systems, approaches, etc. proved to be more difficult.

As a result of the implemented actions, our overall percentage of students that scored Meets or Exceeds Standards in Math increased 0.1%, contributing to the overall (3) year trend of a 1.9% increase.

Bulleted items below each action indicate just a few of the items at 90% implementation or more.

ACTION 1—Magnetism, Diversity and Outreach:

- Planned and provided field trips/activities and transportation toward greater STEM/CTE understanding, application, and appreciation, including but not limited to:
 - 7th Grade Zoo Trip
 - CTE Day (through FUSD)
 - EHS Pathways Showcase

ACTION 2—Curriculum and Site Achievement:

- Focused budgeting in support of increasing opportunities to support literacy and math instructional best practices towards increased academic achievement

ACTION 3—PLCs:

- Utilized the Guaranteed and Viable Curriculum

ACTION 4—Eligibility and Intervention:

- Continued to provide teacher (4) hours supplemental pay for planning within their AC teams.
- Continued to improve upon current student recognition programs

NOTE:

Our 7th grade population of students that scored Meets or Exceeds Standards declined 0.5% from the previous year but has maintained a general upward trend over the past (3) years of 0.1%. Our 8th grade declined as well by 0.7%; however have upward movement of 3.9% for the past (3) years. Here is how our subgroups fared:

- Asian—increased 3% from 16-17; past (3) years increased 4.2% overall
- Hispanic—declined 1.7% from 16-17; past (3) years increased 4.5% overall

allowing for more targeted intervention.

ACTION 3—PLCs:

- Developing and implementing standard protocols for PLC work around CFA analysis, intervention(s), enrichment/extension, grading policies, etc.
- Utilizing *Learning By Doings* survey response data in order to orient professional learning around areas of growth
- Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning
- Funding materials (books, etc.) for further professional development.
- Utilizing professional development substitute release time strategically oriented around PLC CFA dates, District Interim benchmark dates, and CAASPP assessment dates towards the continuous cycle of improvement in PLC work
- 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.
- Creating a Computech Best Practices Guides based on classroom walkthroughs and observed first, best teaching
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas (common strategies, academic vocabulary, common expectations, etc.).
- Continuing professional learning around to include but not be limited to: IPG, CLAWS, PAWS, *Learning By Doing*, Restorative Practices.
- Implementing professional learning around new and innovative practices to include but not be limited to: Pineapple Calendars, Student Observations (2nd on boarding day), Multi-tiered Systems of Support, Genius Hour, Study Hall.

ACTION 4—Eligibility and Intervention

- Funding Academic Counseling tools and resources.
- Utilizing the OA to assist counselors in creating the weekly Flyers and Fallers
- Creating and delivering effective professional development around intervention best practices.
- Continuing to provide teacher (4) hours supplemental pay for planning and reviewing student data.
- Creating new student recognition programs to motivate ALL students
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction.

As a result of less than full implementation, the alarming trend in our overall achievement data for students that scored Meets or Exceeds Standards in ELA dropped 2.2%.

This contributes to the overall (3) year trend of a 2.6% drop.

Our 7th grade population of students that scored Meets or Exceeds Standards has declined 2.4% and our 8th grade declined 2.9% overall for the past (3) years.

In addition, every other identified subgroup has continued to trend downward.

- Hispanic—7.1%
- Other—12.1%
- Foster Youth—50%
- Special Ed—14.3%
- Homeless—16.7%

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Other—declined 7.1% from 16-17; past (3) years declined 3.2% overall
- Foster Youth—no change over the past three (3) years)
- Special Ed—increased 4.7% from 16-17; past three (3) years decreased 28.6% overall
- Homeless—increased 15.6% from 16-17; no three (3) year trend data as 16-17 was first year with students identifying themselves as being in this subgroup

One D or F on Any Report Card (grades 2-12)

Full implementation of all facets for the (4) action steps proved difficult. Actions continued from previous practice were easy to continue; implementation of new pieces that required any type of restructuring, new systems, approaches, etc. proved to be more difficult.

As a result of the implemented actions, our overall percentage of students with at least one (1) D or F decreased 2.6%, contributing to the overall (3) year trend of a 3.3% overall decrease.

Bulleted items below each action indicate just a few of the items at 90% implementation or more.

ACTION 1—Magnetism, Diversity and Outreach:

- Provided substitutes for teachers attending various conferences and other professional development/learning opportunities, including but not limited to:
 - CADA
 - CUE
 - CATE
- Purchased an assorted variety of software(s) and hardware(s) toward increasing STEM/CTE/technology usage and academic levels for the 21st Century College and Career Readiness

ACTION 2—Curriculum and Site Achievement:

- Renewed site licenses for assessment and intervention software(s) currently in use, including but not limited to: QUIA, Nearpod and Scholastic.
- Provided up to four (4) hours of supplemental pay per teacher in order to provide more focused planning within AC teams
- Focused budgeting in support of elective and core curricular offerings both new and ongoing
- Focused budgeting in support of increasing opportunities to support literacy and math instructional best practices
- (1) substitute for each CORE teacher (8) up to (3) days in order to encourage/allow attendance at various professional development and professional learning opportunities

ACTION 3—PLCs:

- Utilized the Guaranteed and Viable Curriculum

ACTION 4—Eligibility and Intervention:

- Funded an additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, 1"F" lists, Flyers and Fallers etc.
- Continued to provide teacher release days for planning
- Continuing to improve upon current student recognition programs
- Provided coverage for teachers as needed for their participation in the 504, SST, IEP, etc

Overall there was a lack of focus on completing a full cycle of the CCI process. There was significant professional learning on creating, delivering and analyzing CFA results; however, there was not intentional learning around what to do next. There was also a lack of consistent Tier 1 supports and/or development of Tier2 and 3 supports.

Many of the items that were called out as identified causal factors to the decline in ELA scores can also be seen as contributing to the decline of our Math scores.

Bulleted items below each action were either not implemented at all or were part of an action step with less than 50% implementation in each action. ****NOTE:** Actions not implemented identified in ELA have not been identified again.**

ACTION 1—Magnetism, Diversity and Outreach:

- See ELA

ACTION 2—Curriculum and Site Achievement

- See ELA

ACTION 3—PLCs:

- See ELA
- Funding conference registration fees and travel expenses
 - Mathematics

ACTION 4—Eligibility and Intervention

- See ELA

One D or F on Any Report Card (grades 2-12)

Our overall percentage of students with at least one (1) D or F decreased 2.6%, contributing to the overall three (3) year trend of a 3.3% overall decrease.

Overall there was a lack of focus on completing a full cycle of the CCI process. There was significant professional learning on creating, delivering and analyzing CFA results; however, there was not intentional learning around what to do next. There was also a lack of consistent Tier 1 supports and/or development of Tier2 and 3 supports.

Many of the items that were called out as identified causal factors to the decline in both ELA and Math scores can also be seen as contributing to the increase in the number of students with Ds or Fs on their report cards within certain subgroups identified below.

Our 7th grade population of students with at least one (1) D or F declined 2.4% from the previous year but has maintained a general upward trend over the past three (3) years of 6.7%. Our 8th grade declined as well by 3%; however have upward movement of 0.7% for the past three (3) years. Here is how our subgroups fared:

- Asian—increased 1.5% from 16-17; past three(3) years decreased 7.6% overall
- Hispanic—declined 3.2% from 16-17; past three (3) years increased 0.2% overall
- Other—declined 2.1% from 16-17; past three (3) years declined 16.2% overall
- Foster Youth—decreased 25% from 16-17; past three (3) years declined 25% overall
- Special Ed—decreased 35% from 16-17; past three (3) years decreased 26.7% overall

- Homeless—increased 33.3% from 16-17; past three (3) years increased 33.3% overall

Bulleted items below each action were either not implemented at all or were part of an action step with less than 50% implementation in each action. ****NOTE:** Actions not implemented identified in ELA have not been identified again.**

ACTION 1—Magnetism, Diversity and Outreach

- Same as ELA and Math
- Utilizing input from (4) staff-based committees through communication with committee leads
- Planning and providing field trips/activities and transportation
- Funding travel expenses and conference registration fees...
 - Foreign Language
 - Physical Education
 - Mathematics

ACTION 2—Curriculum and Student Achievement

- Same as ELA and Math

ACTION 3—PLC:

- Same as ELA and Math
- Developing and implementing standard protocols

ACTION 4—Eligibility and Intervention

- Same as ELA and Math

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

ACTION 1—Magnetism, Diversity and Outreach

- Care package ("Welcome to Tiger Town") sent to all incoming 6th graders—not prepared for the speed with which we opened the ranking window and began Registration/Orientation Nights. This would also include not being prepared to offer special recognition of those accepted students when it comes to elective ranking at their home school.
- Utilizing input from (4) staff-based committees through communication with committee leads—restructured our systems and did away with committees. Incorporated more time with the staff all together through PL and voluntary staff meetings after school organized around topics needing whole staff input and discussion.
- Developing new and innovative elective offerings and experiences unique to Computech—limited by staffing, credentialing (CTE credential vs non-CTE credential) and space, not a lack of desire to offer new options. We were able to offer Choir (new to us in 2018-2019) and BioMed (new in 2019-2020) but overall new and innovative options are limited.
- Planning and providing field trips/activities and transportation—Civil War Day was canceled in its entirety.

ACTION 2—Curriculum and Student Achievement

- Purchasing an assorted variety of software(s) and hardware(s)...provide more focused data and analysis resulting in more targeted interventions for students—Software and hardware was purchased; however, lack of training around targeted interventions for both Math and ELA resulted in less than purposeful or focused use
- Renewing site licenses...toward more focused intervention and achievement as well as toward increasing independent reading and reading comprehension—Again lack of training around RTI in both Math and ELA. Additionally, less than 50% of the CORE Department used Reading Counts with fidelity.
- Providing up to four (4) hours of supplemental pay per teacher...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 including the development of MTSS, as well continuing the work around the CCI process.—hours provided; used strictly for planning and minimal discussion and/or planning around interventions
- Software to be used for formative/summative assessments and analytics—use of things not paid for (free resources or resources used by the district such as Illuminate)

ACTION 3—PLC:

- Developing and implementing standard protocols—in process through ILT
- Utilizing *Learning By Doing* survey response data—VP has never seen this data
- Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning Fund materials (books, etc) for further professional development—staff has not requested anything; however, began to leverage ILT in a new way (for them) as the instructional leaders they are designed and expected to be.
- Utilizing professional development substitute release time strategically oriented around PLC CFA dates, District Interim benchmark dates, and CAASPP assessment dates towards the continuous cycle of improvement in PLC work—lack of planning on administrative lead of individual departments in order to be effective around released data.
- 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—teachers have not expressed a desire to do so.
- Creating a Computech Best Practices Guides—in process through ILT
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas—connected to best practices guide and IPG work
- Continuing professional learning around to include but not be limited to: IPG, CLAWS, PAWS, *Learning By Doing*, Restorative Practices—no site based work
- Implementing professional learning around new and innovative practices to include but not be limited to: Pineapple Calendars, Student Observations (2nd on boarding day), Multi-tiered Systems of Support, Genius Hour, Study Hall—completely forgot about

ACTION 4—Eligibility and Intervention

- Funding Academic Counseling tools and resources—lack of communication with counseling department about what they need or want
- Creating and delivering effective professional development around intervention best practices—focused on basic CFA learning and academic discourse
- Continuing to provide teacher (4) hours supplemental pay for planning and reviewing student data—hours provided, minimal review of student data (see Action 3)
- Creating new student recognition programs to motivate ALL students—no new programs
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction—lack of interest, lack of training

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No significant changes will be made to the metrics used or to the identified actions; however, there needs to be a visible shift in focus on our Hispanic, Special Ed, Foster Youth and Homeless subgroups.

Changes will also be found in a focus on professional learning around Safe and Civil structures geared to proactive responses to misbehavior as well as creating clear expectations around criteria for success, expectations for behavior and learning, etc.

Changes will also be directed towards a restructuring of the Instructional Leadership Team (ILT). In the past the ILT has functioned primarily as a sounding board and a place to deliver information to ensure common messaging throughout the various departments. A move towards using this team in a more instructional leader capacity (as is the intent) will require professional learning on the part of the department leads in a trainer of trainer model. We will eliminate Reading Counts and focus our efforts on learning how to use the resources already provided to us, such as Khan Academy, Illuminate, SBAC Interims, etc.

Changes will also be found in a shift in the way that outreach is done. There will be more intentional outreach within the feeder schools to our region. This will include outreach that begins the spring of 4th grade and then continues the fall and spring of their 5th grade year culminating with Tiger Showcase Nights that will allow students to see what campus looks like in a structured yet inviting and relaxed environment.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Discussion with SSC in February:

Interim Assessment Data brought forward:

- Need for targeted interventions with individual students.
- Use of makeups and availability of teachers to support students during lunch is good, but questioned time for students to be able to receive additional support beyond the after school program.
- Need for consistency in offerings for help (similar to college professor office hours)
- Consider having Study Hall during Advisory once a week where students can rotate to where they need help
- Consider moving to a 4 day block week with 2 Advisory classes and 1 of them being strictly for Study Hall and rotating into to classrooms

Not Required

Discussion with Departments:

- Use of Interim Block Assessments to align to SBAC as a measure of student progress and to inform teaching practice.
- Need for identification of individual students not meeting standards and targeted interventions, with professional learning on how to implement those targeted interventions.

Action 1

Title: Computech Magnetism, Diversity & Outreach

Action Details:

- **Pursue Excellence Through...**

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

Action steps to include, but not be limited to:

- Providing equity and access to all application and matriculation procedures by providing applications to all 6th grade students in Fresno Unified
- Extending outreach efforts to 4th and 5th grade students through use of promotional materials sent to teachers
- Increasing outreach efforts in Spring of 4th grade year and Fall of 5th grade year via marketing and promotional and materials sent to teachers, campus visits by members of the administration, ILT, student leaders, etc.
- Making the campus accessible and inviting through Tiger Showcase Nights allowing interested students of all grades to see campus and the numerous things we have to offer with an adult
- Making the campus accessible to all students throughout the City of Fresno and surrounding areas by way of individually requested and scheduled tours within the confines of the application window (September 1 through December 1)
- Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas during the individually requested and scheduled tours through the use of Tiger Tour Guides
 - Additional focus and outreach with our regional elementary schools
 - Tours scheduled and transportation provided within the context of the school day within the context of the school day for our regional feeder schools for entire 6th grade classes
- Delivering care packages ("Welcome to Tiger Town") to all 6th graders once they have accepted placement.
- Providing special recognition of those accepted students when it comes to elective ranking at their 6th grade school.
- Continuing to develop new and innovative elective offerings and experiences unique to Computech
- Providing substitutes for teachers that are attending various conferences and other professional development/learning opportunities oriented towards the continuous improvement of outreach strategies, ensuring equity and access to all groups as well as increasing the overall magnetism of Computech. Conferences and professional to include, but not be limited to, opportunities such as:
 - CATE
 - AMD
 - PLC Institute
 - CADA

- Continuing to purchase an assorted variety of software(s) and hardware(s) toward increasing STEM/CTE/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.
- Continuing to purchase devices and equipment for the purpose of refreshing, maintaining and operating computer labs and supplying devices for the checkout system in the library, BYOD and computer labs

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

Explain the Progress Monitoring and data used for this Action

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

Number of students, parents and families attending Tiger Showcase Nights

Number of students attending individually requested/scheduled tours

Owner(s):

- VP
- Office Assistant
- Climate Culture Team
- Student Leadership
- Staff

Timeline:

- 9-1-19 through 12-1-19
- Outreach to begin in Q4 of preceeding school year (after 3-15-19)

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

Raw number of applications to Computech

Number of applications to COMputech from outside FUSD

Owner(s):

- Transfers Office
- Vice Principal

Timeline:

Available after 12-1-19

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

Number of students from regional feeder elementary schools attending Tiger Showcase Nights

Number of students from FUSD schools attending Tiger Showcase Nights

Number of students from outside FUSD schools attending Tiger Showcase Nights

Owner(s):

- VP
- Office Assistant

Timeline:

9-1-19 through 12-1-19

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

- Number of students attempting industry level certifications
- Number of students earning industry level certifications

Owner(s):

- Office Assistant
- CTE teachers
- AC²

Timeline:

- Instructional walks completed weekly
- Report pulled quarterly
 - 10/19
 - 12/19
 - 3/20
 - 6/20

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

- Tiger Tour Guides, WEB and Student Leadership—Tour Guide Training
- Video Creation for Outreach and Magnetism

- Computech Tour Nights for interested applicants
- Magnet Night participation for outreach
- BYOD
- Training on STEM/CTE
- Tiger Tour Guides
- WEB
- Student Leadership
- STEM/CTE programs
- Materials for STEM/CTE
- Transportation and communication directed toward future students
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day
- Quarterly Club Rush activities

Specify enhanced services for EL students:

- BYOD
- Training on STEM/CTE
- Tiger Tour Guides
- WEB
- Student Leadership
- STEM/CTE programs
- Materials for STEM/CTE
- Transportation and communication directed toward future students
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day
- Quarterly Club Rush activities

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

- Parent Volunteers for Tiger Showcase Nights
- Parent University (translation services)
- Magnet Nights

Specify enhanced services for low-performing student groups:

- BYOD
- Training on STEM/CTE
- Tiger Tour Guides
- WEB
- Student Leadership
- STEM/CTE programs
- Materials for STEM/CTE
- Transportation and communication directed toward future students
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day
- Quarterly Club Rush activities

Describe Professional Learning related to this action:

- Office staff PL on data collection and communication
 - Google Forms
 - Microsoft Forms
 - Google Sheets
 - Matriculation procedures (call in question/answer)
 - Appropriate contacts for school directory, transfer information and transportation
- PAWS and CLAWS
- Restorative Practices, MTSS, AVID, Cultural Proficiency, CHAMPS and other Culture and Climate identified best practices

Action 2

Title: Computech Curriculum & Student Achievement

Action Details:

Pursue Excellence Through...

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

- Renewing site licenses for assessment and intervention software(s) that we currently use. Software licenses to include but not be limited to: QUIA, Nearpod. Software to be used for formative/summative assessments and analytics toward more focused intervention and achievement.
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement.
 - CORE
 - Foreign Language
 - Physical Education
 - Mathematics
 - Science
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement including but not limited to:
 - AMD
 - CADA
 - CATE
 - PLC Institute
- Incorporating Cultural Proficiency into Professional Learning to support all students within development of curriculum and planning instruction.
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher. Hours will be used as part of the restructuring of the ILT towards a more academically minded leadership team. ILT will receive training around research based best practices in order to deliver learning to teachers in development of the Computech Best Practices Guide.
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher. Hours will be used as part of the restructuring of the ILT towards a more academically minded leadership team. ILT will receive training around research based best practices in order to deliver learning to teachers in development of appropriate analysis, use and response to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students. Training to include but not be limited to: MTSS, CCI, Culture and Climate, Restorative Practices and IPG
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member. Members of the Climate and Culture Team will receive training around new and innovative best practices including but not limited to: pineapple calendars, student observations (2nd onboarding day), Genius Hour, Study Hall, Classroom Walkthroughs
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member. Members of the Climate and Culture Team will receive training around research based best practices in order to deliver learning to teachers in development of appropriate analysis, use and response to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students. Training to include but not be limited to: MTSS, CCI, Safe and Civil, Restorative Practices and IPG
- Scheduling and providing up to four (4) hours of supplemental pay per teacher. Hours to be confirmed and scheduled 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 including the development of MTSS, as well continuing the work around the CCI process.
- 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. **Purchases based on staff agreed upon determined needs and supplies.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of increasing opportunities to support literacy and math instructional best practices towards increased academic achievement. **Purchases based on staff agreed upon determined needs and supplies.
- Providing a substitute for (3) days per each CORE teacher (8 teachers) in order to encourage/allow attendance at various professional development and professional learning opportunities oriented toward increased student understanding and achievement.
- Providing food, beverages, materials, supplies, equipment, etc. for staff meetings, visitor breakfasts and parent volunteer opportunities on campus to encourage participation and encourage authentic engagement toward best practices for increasing content specific literacy and mathematical shifts.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

District Interim results

Owner(s):

- Vice Principal
- ILT
- ELA and Math Departments
- Principal

Timeline:

Note: these are tentative dates based on timelines from the previous (3) years:

- 10-1-19 through 10-12-19
- 1-20-20 through 2-2-20

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

PLC developed CFA results

Owner(s):

- Vice Principal
- ILT
- Principal

Timeline:

Revolving throughout the 2019-2020 school year (baseline of at least (2) CFAs per quarter with an emphasis on RTI)

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

IPG/Tiger Tracks data

Owner(s):

- Principal
- Vice Principal
- GLA
- ILT
- Academic Counselors (AC²)
- Those walking classrooms on Computech's campus

Timeline:

- IPG/Tiger Tracks completed weekly by admin (12 a week; 2 with a partner)
 - *TBD: quarterly site focus*
- Report pulled quarterly
 - 10/19
 - 12/19
 - 3/20
 - 6/20

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

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

Owner(s):

- Principal
- Vice Principal
- GLA
- ILT
- AC²
- Those walking classrooms on Computech's campus

Timeline:

- Tiger Academic Assessment Meetings
 - Bi-quarterly (beginning with 1st progress report)
- D and F Chats
- Monthly (beginning in September after 1st deficiency notice)
- Parent Meetings (Q2 and Q4)
- Initial SSTs (raw numbers quarterly)
- Initial 504s and/or IEPs (raw numbers quarterly)

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

"1 F" lists

Flyers and Fallers

Owner(s):

- AC²
- Office Assistant

Timeline:

- "1 F" Lists
 - Bi-weekly (beginning in September after 1st deficiency notice)
- Flyers and Fallers
 - Weekly (beginning after 1st official eligibility list run)

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

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

Specify enhanced services for EL students:

- BYOD
- Google Translate
- WEB leaders
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware for formative/summative assessment
- STEM/CTE training, materials and programs
- Quarterly check in with EL students to determine progress and assess additional needs by member of leadership team (AC, GLA, VP, or Principal)

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

- Use of ATLAS
- SST, 504, IEP meetings
- School Site Council (SSC)
- Parent Teacher Student Organization 2.0 (PTSO)
- Back to School Night, Open House, 7th grade Registration, Tiger Showcase
- Parent Volunteer opportunities
- Text blast via Remind
- School Messenger
- Principals Sunday Message
- Quarterly PAWS trainings
- League of Extraordinary Parents

Specify enhanced services for low-performing student groups:

- BYOD
- WEB leaders
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware for formative/summative assessment
- STEM/CTE training, materials and programs
- Cultural Proficiency to explore supports for demographic groups with regard to needs.

Describe Professional Learning related to this action:

- Classroom Walks (weekly)
- Administrative Team
- Cultural Proficiency Professional Learning
- ILT
- PLC members with common prep
- IPG/Tiger Tracks
- RP
- MTSS
- Development and use of Computech Best Practice(s) Guide
- AVID strategies
- CHAMPS and other identified Climate and Culture best practices
- RTI
- Academic Discourse
- ELPAC Training

Action 3

Title: Computech Professional Learning Community (PLC)

Action Details:

Pursue Excellence Through...

Computech's PLC goals will be implemented, created, organized, communicated, and accessible to all stakeholders toward increasing professionalism, teacher collaboration across grade levels and cross-curricular integration of content. and regionally. Action steps to include but not be limited to:

- Developing and implementing standard protocols for PLC work including CFA validity, CFA analysis and response rubrics provided through graphics purchases.

- Utilizing *Learning By Doing* survey response data in order to orient professional learning around areas of growth indicated by survey results.
- Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning (Cultural Proficiency, Restorative Practices, Multi-Tiered Systems of Support, Response to Intervention, etc.)
 - Ensuring professional learning opportunities and staff meetings have food items, materials, and needs met through graphics.
 - Funding materials (books, etc) for further professional development.
- Utilizing professional development substitute release time strategically oriented around PLC CFA dates, District Interim benchmark dates, and CAASPP assessment dates towards the continuous cycle of improvement in PLC work:
 - Plan, Teach, Analyze, Respond (Computech PLC Placemats)
 - CFA Rubric for Edison region
- Creating a supplemental contract pool for teachers desiring to turn professional development and professional learning opportunities around the Instructional Practice Guide (IPG) into action steps. These action steps may include but not be limited to:
 - Walking classrooms with administration
 - Utilizing the IPG for discussion and calibration of instructional tenets
- Funding conference registration fees and travel expenses for teachers in order to enhance the experiences of all students:
 - CORE
 - Foreign Language
 - Physical Education
 - Mathematics
- Creating a Computech Best Practices Guides based on classroom walkthroughs and observed first, best teaching.
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas.
- Continuing professional learning around to include but not be limited to: IPG, CLAWS, PAWS, *Learning By Doing*, Restorative Practices.
- Implementing professional learning around new and innovative practices to include but not be limited to: Pineapple Calendars, Student Observations (2nd on boarding day), Multi-tiered Systems of Support, Genius Hour, Study Hall.
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement.
 - CORE
 - Foreign Language
 - Physical Education
 - Mathematics
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement including but not limited to:
 - AMD
 - CADA
 - CATE
 - PLC Institute
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher. Hours will be used as part of the restructuring of the ILT towards a more academically minded leadership team. ILT will receive training around research based best practices in order to deliver learning to teachers in development of the Computech Best Practices Guide.
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher. Hours will be used as part of the restructuring of the ILT towards a more academically minded leadership team. ILT will receive training around research based best practices in order to deliver learning to teachers in development of appropriate analysis, use and response to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students. Training to include but not be limited to: MTSS, CCI, Safe and Civil, Restorative Practices and IPG
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member. Members of the Climate and Culture Team will receive training around new and innovative best practices including but not limited to: pineapple calendars, student observations (2nd onboarding day), Genius Hour, Study Hall, Classroom Walkthroughs
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member. Members of the Climate and Culture Team will receive training around research based best practices in order to deliver learning to teachers in development of appropriate analysis, use and response to student data (CFA, Interim, CAASPP, etc.) in order to increase real-time, targeted intervention for all students. Training to include but not be limited to: MTSS, CCI, Climate and Culture, Cultural Proficiency, Restorative Practices and IPG
- Scheduling and providing up to four (4) hours of supplemental pay per teacher. Hours to be confirmed and scheduled 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 including the development of MTSS, as well continuing the work around the CCI process.

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

Explain the Progress Monitoring and data used for this Action

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

- Use of CFA rubric data

Owner(s):

- Principal
- Vice Principal
- ILT

Timeline:

Revolving throughout the 2019-2020 school year (baseline of at least (2) CFA cycles per quarter)

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

Learning by Doing survey continuum data

Owner(s):

- Principal
- Vice Principal

Timeline:

- Pre-survey August 2019
- Mid-Year survey January 2020
- Post survey June 2020

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

IPG/Tiger Track report data

Owner(s):

- Principal
- Vice Principal
- GLA
- Those walking classrooms on Computech's campus
-

Timeline:

- Instructional walks completed weekly
- Report pulled quarterly
 - 10-?-19
 - 12-?-19
 - 3-?-20
 - 6-?-20

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

- District Interim data

Owner(s):

- Principal
- Vice Principal
- ILT

Timeline:

Note: these are tentative dates based on timelines from the previous (3) years:

- 10-1-19 through 10-12-19
- 1-20-20 through 2-2-20

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

- Climate Culture Survey Data
- Computech Culture Survey (in house)

Owner(s):

- Principal
- Vice Principal
- CCD

Timeline:

- Available after March 2019 (baseline)
- Pre-survey August 2019
- Mid-Year survey January 2020
- Post survey June 2020

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

- GVC
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware for formative/summative assessment

- STEM/CTE training, materials and programs
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day for midyear transfers

Specify enhanced services for EL students:

- BYOD
- WEB leaders
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware for formative/summative assessment
- STEM/CTE training, materials and programs
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day for midyear transfers
- RFEP monitoring

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

- Use of ATLAS
- SST, 504, IEP meetings
- School Site Council (SSC)
- Parent Teacher Student Organization 2.0 (PTSO)
- Back to School Night, Open House, 7th grade Registration, Tiger Showcase
- Parent Volunteer opportunities
- Text blast via Remind
- School Messenger
- Principals Sunday Message
- Quarterly PAWS trainings
- League of Extraordinary Parents

Specify enhanced services for low-performing student groups:

- BYOD
- WEB leaders
- Academic assessment meetings (1-1) with a member of administrative team, peer, and teacher/staff mentor, etc.
- Adopted curriculum supplemental materials
- Assessment software/hardware for formative/summative assessment
- STEM/CTE training, materials and programs
- Monday FUNday and TWOfer Tuesday
- 2nd semester onboarding day for midyear transfers

Describe Professional Learning related to this action:

- Instructional Rounds (weekly)
 - Administrative Team
 - ILT
 - PLC members with common prep
- PLC and whole staff PL through use of 45 hours
 - IPG/Tiger Tracks
 - RP
 - MTSS
 - Development and use of Computech Best Practice(s) Guide
 - AVID strategies
 - CHAMPS and other identified Culture and Climate best practices
 - Cultural Proficiency PL
- Planning days (release time) through Computech iPL structures
- Office staff PL on data collection and communication
 - Google Forms
 - Microsoft Forms
 - Google Sheets

Action 4

Title: Computech Eligibility & Intervention

Action Details:

Pursue Excellence Through...

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

- Funding Academic Counseling tools and resources including academic tiered intervention materials and supplies, incentives and other methods of student recognition, including food.
- Creating and delivering effective professional development around intervention best practices.
- Continuing to fund and additional (2) hours to the (6) hour Office Assistant position in order to run weekly eligibility reports, 1"F" lists, Flyers and Fallers etc.

- Continuing to provide teacher release days for planning and reviewing student data
 - PITS Time
 - (1) Planning Day per Quarter for 7th and 8th CORE
- Continuing to provide teacher (4) hours supplemental pay for planning and reviewing student data.
- Continuing to improve upon current student recognition programs as a means for motivating students toward success
 - Blackbeard's Incentive Night in January
 - Tiger of the Month
- Creating new student recognition programs to motivate ALL students toward increasing personal academic and personal success
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction.
- Providing coverage for teachers as needed for their participation in the 504, SST, IEP, etc. process within the confines of the school day
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement.
 - CORE
 - Foreign Language
 - Physical Education
 - Mathematics
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented toward increased student understanding and achievement including but not limited to:
 - AMD
 - Cultural Proficiency
 - CADA
 - CATE
 - PLC Institute

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

Explain the Progress Monitoring and data used for this Action

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

Gradebook Last Updated reports

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

- Vice Principal
- Office Assistant
- Teaching staff

[Timeline:](#)

- Baseline report pulled 9-?-19
- Following reports pulled:
 - 10-?-19
 - 11-?-19
 - 12-?-19
 - 1-?-20
 - 2-?-20
 - 3-?-20
 - 4-?-20
 - 5-?-20

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

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

Owner(s):

- AC²
- Office Assistant
- Teaching staff

Timeline:

- Baseline report pulled 9-?-19
- Following reports pulled:
 - 10-?-19
 - 11-?-19
 - 12-?-19
 - 1-?-20
 - 2-?-20
 - 3-?-20
 - 4-?-20
 - 5-?-20

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

- "1F"

Owner(s):

- AC²
- Office Assistant

Timeline:

- Occurs on a weekly basis

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

- STEM/CTE materials, technology, training, programs
- Monday FUNday and TWOfers Tuesday
- 2nd semester onboarding day for mid-year transfers
- Small group academic conferences
- Tiger Academic Assessment Meetings
- After School Program Supports for intervention through ASES
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to:
 - RPCA
 - SSW
 - GLA
 - AC²
 - ISGI
 - School Psychologist

Specify enhanced services for EL students:

- STEM/CTE materials, technology, training, programs
- Monday FUNday and TWOfers Tuesday
- 2nd semester onboarding day for mid-year transfers
- Small group academic conferences
- Tiger Academic Assessment Meetings - focused on EL students
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to:
 - RPCA
 - SSW
 - GLA
 - AC²
 - ISGI
 - School Psychologist

Specify enhanced services for low-performing student groups:

- STEM/CTE materials, technology, training, programs
- Monday FUNday and TWOfers Tuesday
- 2nd semester onboarding day for mid-year transfers
- Small group academic conferences
- Tiger Academic Assessment Meetings - focused on low performing groups
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to:
 - RPCA
 - SSW
 - GLA
 - AC²
 - ISGI
 - School Psychologist

- BYOD
- WEB leaders
- RFEP monitoring

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

- School “tech” classes
- Parent University
- PAWS
- League of Extraordinary Parents
- Use of ATLAS
- SST, 504, IEP
- Text messages through Remind
- School Messenger
- Principal's Sunday Message
- Quarterly PAWS trainings

- BYOD
- WEB leaders

Describe Professional Learning related to this action:

- School Messenger/Peachjar
- Remind
- Office staff professional learning on elements of data collection and communication
 - Google Sheets
 - Google Docs
- Development and implementation of Computech Best Practices Guide
- Peer Mentorship Model
- “1F” portfolio entries and counseling PD
- Technology interventions (summer training)

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Professional Development (Subs for Teachers to attend professional development)	5,022.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies in support of magnetism, diversity (inclusive (but not limited to) of texts, materials and supplies for Cultural Proficiency work) and outreach to students. ***NO FOOD, NO FOOD NO INCENTIVES***	5,274.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Lab Upkeep and BYOD Technology	22,464.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies in support of magnetism, diversity (inclusive of (but not limited to) texts and materials for Cultural Proficiency work) as well as outreach to students.	18,827.00
G1A1	Sup & Conc	Instruction	Direct Trans			Forensics, Zoo and Aquatics Transportation 1000 each for Forensics and Aquatics to be split out 1500 for Zoo	3,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Assessment software (QUIA, Khan, Nearpod)	4,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Projector Bulbs	1,000.00
G1A2	Title 1 Basic	Instruction	Travel			: Travel and Registration Fees (Conferences)	2,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Staff determined budget items	54,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Registration Fees (Conferences)	4,000.00
G1A3	Title 1 Basic	Instruction	Travel			: Travel and Registration Fees (Conferences)	2,000.00
G1A3	Sup & Conc	Instruction	Travel			: Travel and Registration Fees (Conferences)	4,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			(4) hours supplemental pay per teacher (to be confirmed at the start of the year)	3,013.00
G1A4	Sup & Conc	Instructional Supervision & Adm	CI&Tech-Reg	Assistant, School Office	0.2500		14,575.00

\$146,675.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	77.143 %	2017-2018	84.143 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Computech experienced tremendous success in the implementation of the individual pieces detailed in this action step in the 2018-2019 SPSA. However, the fidelity of our implementation is not reflected in "results" of our data.

The overall percentage of our students participating in a Goal 2 activity was down 8% from 2017-2018, contributing to an overall downward trend of 14.9% (82.9% to 68%) over the past (3) years.

Bulleted items below each indicate items at 90% implementation or more.

ACTION 1—Goal 2 Participation Rate

- Updating current materials that promote and enhance communication regarding Goal 2 opportunities.
- Providing extra/supplemental pay contracts toward increasing and supporting Goal 2 experiences and opportunities
- Continuing to fund the needs of the Computech Water Polo and Aquatics program. Needs include but not limited to: transportation, referees, equipment and entry fees.
- Continuing to fund supplemental and extra pay contracts for Computech Water Polo and Aquatics.
- Developing Advisory lesson(s).
- Providing supplies and materials for WEB, coaches, advisors, and other Goal 2 related meetings for increasing student participation.
- Providing opportunities and events for engaging students in academic success such as: Blackbeards, Tiger of the Month, Recognition Lunches, etc.
- Maintaining the Tiger Den for those that are feeling disengaged, disconnected from school staffed by a qualified social emotional professional.
- Supplementing the fundraising activities of the Computech Forensics and Debate Team in order to provide transportation to tournaments and/or competitions

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

Goal 2 Participation Rate

Implementation for this singular action step for this goal was incredibly successful, in fact there were only (2) actions not completed.

As a result of less than full implementation, the alarming trend in our overall Goal 2 participation data the past three (3) years is that there has been a steady decline in participation by a staggering 24.1%

In fact, all subgroups have replicated this trend in decreasing participation except for two (2): Black and Homeless.

Our 7th grade participation numbers continued to decline from the previous year for a drop of 7.6% compared to last year and an overall decline in participation in Goal 2 activities of 6.5%. This trend is duplicated within our 8th grade student population but to a much greater degree. 8th grade students participating in a Goal 2 activity declined from 2017-2018 8.3%.

ACTION 1

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

****NOTE:** Here is how our subgroups have fared:

- Asian—decreased 1.6% from 17-18; past three(3) years decreased 7.3% overall
- Hispanic—declined 8.4% from 17-18; past three (3) years decreased 18.3% overall
- Other—declined 16.9% from 17-18; past three (3) years declined 0.9% overall
- Black—increased 0.6% from 17-18; past three (3) years increased 8.8% overall
- White—decreased 10.9% from 17-18; past three (3) years decreased 15.5% overall
- Foster Youth—decline of 25% over the past three (3) years)
- Special Ed—decreased 40% from 17-18; past three (3) years decreased 28.9% overall

- Homeless—increased 15.6% from 17-18; no three (3) year trend data as 16-17 was first year with students identifying themselves as being in this subgroup

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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—not enough future planning to include an additional teacher to CADA, lack of consistency in an Assistant Climate Culture Director, lack of consistency in WEB events and lack of follow-up and solicitation of feedback in regard to asking students how much of a difference things like that make.

Purchasing and instructing all coaches and advisors on the operation of lanyards and scanners towards more streamlined data collection for the engagement tool—simply not done

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The Climate Culture Team will be used more intentionally and effectively as well as its members expected to provide staff training on systems, why Goal 2 is important, how to encourage participation and how to maintain student excitement and engagement without fostering exhaustion, etc.

The ILT will support these efforts on the academic end with professional learning around best practices for grading, homework and RTI in an intentional effort to provide students support in the event of missed class(es) due to Goal 2 participation.

Training to be provided during Buyback and/or Institute days on all necessary procedures, protocols, expectations, etc. in regards to what it takes to be a coach, advisor, etc. This will include all communication expectations, GPA requirements, procedures for getting out of class, fundraising, etc.

Intentionality behind building relationships within staff will be put at the forefront as a response to the division, culture of fear and feelings of uncertainty that permeate the campus.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Discussion in February:

- Potential for students to engage in arts is more pervasive at Computech based on course offerings and co-curricular activities associated with them than other schools.
- Athletics have intramurals during lunch for students, but not well tracked.
- A host of clubs available on campus. Enjoyed club rush events.
- Suggestions abounded, such as greeting kids at the door,

2 ELAC:

Not Required

3 Staff:

Staff Meetings:

- Discussion around mission and vision and incorporation of arts with regard to focus continues.
- Need for better input of data for engagement tool.
- Intramural sports being available during lunchtime.
- After school program contributions for arts and activities.
- Time required out of class for performances and festivals for music discussed as well as funding for events.
- Collective effort to help to support arts while maintaining

teachers having clear expectations, funding for events such as carnivals, creating intentional reasons for students to be in space with each other, recognizing birthdays, teacher vs students events

magnet focus.

Action 1

Title: Computech Goal 2

Action Details:

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. Action steps to include, but not be limited to:

- Updating current materials that promote and enhance communication regarding Goal 2 opportunities.
- Creating new materials regarding Goal 2 opportunities in order to promote participation
- Creating new materials regarding Goal 2 opportunities in order to enhance communication
- 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 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.
- Providing supplies and materials for WEB, coaches, advisors, and other Goal 2 related meetings for increasing student participation.
- Providing opportunities and events for engaging students in academic success such as: Blackbeards, Wild Waters, Tiger of the Month, Recognition Lunches, etc.
- Maintaining the Tiger Den for those that are feeling disengaged, disconnected from school staffed by a qualified social emotional professional.
- Supplementing the fundraising activities of the Computech Forensics and Debate Team in order to provide transportation to tournaments and/or competitions
- Supplementing music program for materials and supplies
- Providing substitutes for teachers that are attending various conferences and other professional development/learning opportunities oriented towards the continuous improvement of outreach strategies, ensuring equity and access to all groups as well as increasing the overall magnetism of Computech as well as development of new and innovative Goal 2 opportunities.
- Funding travel expenses and conference registration fees for professional development opportunities and increased learning for staff oriented towards the continuous improvement of outreach strategies, ensuring equity and access to all groups as well as increasing the overall magnetism of Computech as well as development of new and innovative Goal 2 opportunities. Opportunities to include but not be limited to:
 - AMD
 - CADA
 - PLC Institute

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Goal 2 Quarterly Checkpoints

Owner(s):

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

Timeline:

Goal 2 Reports to be pulled twice a quarter:

- 9/19
- 10/19
- 11/19
- 12/19
- 2/20
- 3/20
- 5/20
- 6/20

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

- Student Surveys
- Student Interest

Owner(s):

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

Timeline:

- Back to School Survey
 - 8/19
- Holiday Survey
 - 12/19
- EOY Survey
 - 6/20

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

FUSD Climate/Culture Survey

Owner(s):

- Climate Culture Team

Timeline:

Available after April 2020

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

- Goal 2 Activities
- Goal 2 Information Sessions
- Availability of direct counseling services for all students in a tiered format of implementation, including but not limited to:
 - Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
- Leadership (class and activities as a result of)
- WEB
- Materials, technology and programs for CTE/STEM
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- 2nd semester onboarding day for mid-year transfers
- Monday FUNday and TWOfer Tuesday
- Quarterly Club Rush activities
- Multicultural/Diversity Fair

Specify enhanced services for EL students:

- BYOD

Specify enhanced services for low-performing student groups:

- BYOD

- Goal 2 Activities
- Goal 2 Information Sessions
- Availability of direct counseling services for all students in a tiered format of implementation, including but not limited to:
 - Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
- Leadership (class and activities as a result of)
- WEB
- Materials, technology and programs for CTE/STEM
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- 2nd semester onboarding day for mid-year transfers
- Monday FUNday and TWOfers Tuesday
- Quarterly Club Rush activities
- Multicultural/Diversity Fair
- RFEP Monitoring

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

- Parents as coaches/advisors
- Parent meetings for engagements
- Parent surveys
- PTSO 2.0 as “booster” club
- SSC Representation/Participation Reports through website; accessible by parents
- Parent University
- League of Extraordinary Parents
- Informational Parent Meetings offered at all on campus events, including but not limited to:
 - Tiger Showcase
 - Back to School Night
 - Open House
 - Incoming 7th grade Registration

- Goal 2 Activities
- Goal 2 Information Sessions
- Availability of direct counseling services for all students in a tiered format of implementation, including but not limited to:
 - Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
- Leadership (class and activities as a result of)
- WEB
- Materials, technology and programs for CTE/STEM
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- 2nd semester onboarding day for mid-year transfers
- Monday FUNday and TWOfers Tuesday
- Quarterly Club Rush activities
- Multicultural/Diversity Fair
- AVID strategies
- Specific clubs and activities targeting student groups that are not engaged in Goal 2

Describe Professional Learning related to this action:

- Whole staff PL as part of 45 hours
- Office staff PL learning on elements of data collection and communication
 - Provided by OM at Buyback/Institute Days
 - Student Body Use
 - Coach/Club Advisor/Activity Advisor Paperwork
 - Conference/Travel Paperwork
 - Provided by CCD at Buyback/Institute Days:
- Fundraising Calendar
- Fundraising Paperwork

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental/Extra Pay (Water Polo & Aquatics)	8,438.00

\$8,438.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.	2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
CTE Enrollment	CTE Enrollment

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:

Action 1

Title: Computech CTE, Technology, & BYOD

[Action Details:](#)

Pursue Excellence through:

Supporting development of student skills, including use of technology, relevant to the demands of both college and career.

- Funding technology to support BYOD on campus.
- Purchasing relevant software in order to enhance student interactions with industry standard software.
- Articulating with high school Career Technical Education courses in order to promote career pathways for students.
- Development of a Biomedical course to align to high school pathway leading to hands on experiences that are industry aligned.
- Utilize assessments to determine student competencies within the workplace, relevant to industry sectors.
- Utilizing Second Step Curriculum to promote character education.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Principal
- VP
- GLA
- AC²
- Those walking classrooms on Computech's campus

Timeline:

- Tiger Tracks completed weekly
- BYOD Use reports pulled quarterly
 - 10-?-19
 - 12-?-19
 - 3-?-20
 - 6-?-20

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

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

Owner(s):

- Teacher Librarian
- Library Tech
- Principal

Timeline:

Use recorded in arbitrary spans of time (9x)

- September
- October
- November
- December
- January
- February
- March
- April
- May

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

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

Specify enhanced services for EL students:

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

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

- School “tech” classes about EduText, Remind, smart use of technology, discipline when students still need their device, etc.
- Parent University
- PAWS Center and PAWS Trainings
- Multiple methods of explicit intentional and targeted communication measures to ensure access to parent involvement opportunities

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- Office Assistant:
 - Reports (D//F, 1F, Fallers/Flyers, Students of Concern, Engagement, etc.)
 - Various Eligibility Lists
 - V-Lookups
 - Progress Reports
 - Google/Microsoft Forms (Tiger Tracks)
- Whole staff PL through use of 45 hours by administrative team
- Whole staff PL through use of 45 hours by identified (CTE and technology) teacher leaders
- Staff
 - Technology interventions (summer)
 - Technology related discipline referrals
 - Proactive Responses
 - MTSS

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	3.166 %	5.018 %	2017-2018	3.018 %
Suspensions Per 100	0.517 %	1.754 %	2017-2018	0.754 %
Student Survey - Included		60.135 %	2017-2018	67.135 %
Student Survey - Caring adult	64.355 %	55.435 %	2017-2018	62.435 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Full implementation of all facets for the (3) action steps proved difficult. Actions continued from previous practice were easy to continue; implementation of new pieces that required any type of restructuring, new systems or approaches, etc. proved to be more difficult. However, Computech has continued to experience an incremental decline (overall) for the number of students that were declared chronically absent. Bulleted items below indicate items at 90% implementation or more.

- 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.
- Increasing targeted communication to all identified student groups and their parents through measures to include but not be limited to:
 - School Messenger (Sundays)

As a result, our (3) year trend data shows an overall decline in students who are chronically absent from 5.2% in 16-17 to 3.7% in 18-19. Our 7th grade students have shown a decrease in chronically absent students of 1.7% in the past year for an overall decline of 1.8% in the past (3) years. The same trend is true for our 8th grade students. Our 8th grade students have shown a decrease of 0.7% in the past year for an overall decline of 1% since the 16-17 school year. The decline in the number of students declared to be chronically absent has declined for the majority of our sub groups:

- Hispanic—declined 1.7% from 17-18; overall 0.9% decline since 16-17
- Other—declined 0.5% since 17-18 (no data indicated prior)
- White—declined 1.7% from 17-18; overall 5% decline since 16-17

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

Chronic Absenteeism

- The actions detailed below were either not implemented at all or were part of an action step with less than 50% implementation.
 - Holding regularly scheduled site based parent attendance conferences (i.e., alongside STEM/CTE 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.
 - Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
 - Computech Quarterly Digital Newsletter
 - Text messages through Remind
 - Innovative attendance technology in the Front Office towards recording, tracking, and communicating tardiness and absences
 - Holding regularly scheduled A2A conferences
 - Establishing new benchmark events towards celebrating attendance successes.
 - Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events

Suspensions Per 100

Full implementation of all facets for the (3) action steps proved difficult. Actions continued from previous practice were easy to continue; implementation of new pieces that required any type of restructuring, new systems or approaches, etc. proved to be more difficult.

Bulleted items below indicate items at 90% implementation or more.

- 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.
 - Increasing Social Emotional support in the form of adding a 0.2 FTE for Social Worker.
- Continuing to provide monies towards student connection activities (WOW) in order to encourage connections and relationships through student bonding and leadership led activities.
- Establishing a second on boarding day for mid-year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.

As a result, our (3) year trend data shows an overall decline of 0.57% in suspensions per 100 students.

The following subgroups contributed heavily to reversing the increase in suspensions per 100 students from the 16-17 to 17-18:

- Black: Declined 3.57% from 16-17 (so suspensions in 17-18)
- White: declined 0.5% from 17-18; overall decline of 1.01% from 16-17
- Special Ed: declined 12.5% from 17-18; overall decline 22.22% from 16-17

Student Survey - Caring adult

- Full implementation of all facets for all (3) action steps proved difficult. Actions that were continued from previous practice proved to be easy to continue; implementation of new pieces that required restructuring, new systems or approaches, etc. proved to be more difficult.

The bulleted items below each action indicate items at 90% implementation or more.

- 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.
 - Social Emotional support is increased in the form of adding a 0.2 FTE for Social Worker.
- Continuing to provide monies towards student connection activities (WOW) in order to encourage connections and relationships through student bonding and leadership led activities.
- Establishing a second on boarding day for mid year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.
- Providing funding towards providing increased social emotional support through the addition of a 0.2 FTE Social Worker
 - Weekly School Messenger to Computech community to apprise of relevant data/information concerning the schedule, school, students, staff, and upcoming events.

- 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.
- Continuing to provide materials (backpacks, clothes within standard of dress, etc.) for identified students that are experiencing difficulty with attendance.

Despite less than full implementation of a majority of the action steps detailed in the 17-18 SPSA, the percentage of students that are chronically absent has continued to trend downward.

However, as a result of less than full implementation of a majority of the action steps detailed in the 17-18 SPSA, our Asian, Special Ed and Black subgroups continue to show increased percentages in the number of students who are chronically absent.

- Asian—increase 0.1% from 17-18; continues to increase from 16-17 for a (3) year increase of 1.1%
- Black—increase of 2.7% from 17-18; reversed the decrease of 3.9% from the year prior; the past (3) years decreased by 1.2% overall
- Special Ed—increase of 15% from 17-18; no data for 16-17
- Homeless—increase of 33.3% from 17-18; no data for 16-17

Suspensions Per 100

- The actions detailed below were either not implemented at all or were part of an action step with less than 50% implementation.
 - 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.
 - Increasing targeted communications, to include but not be limited to:
 - Quarterly Computech Newsletter to stakeholders to apprise of relevant data/information concerning the 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
 - Funding daycare options as needed at 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.

- Send Remind texts to remind students/parents of events, schedule changes, transportation changes, fundraisers, etc.
- 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.
 - Fund translation service as needed
 - Fund foods, materials, and resources as needed
- Increasing 6-hour Campus Assistant time with an additional 2 hours in order to cover ASES/After School program until 6:00pm. This will increase student safety and student feelings of safety both on and around campus.
- Providing translation services

As a result, our data shows an increase of 4.2% in the percentage of Black students that feel there is a teacher or an adult that really cares about them. The same is true for our Special Ed sub group (an increase of 14.3%), our Foster Youth (an increase of 50%) and our 8th grade student population (an increase of 0.6%).

Student Survey - Included

Full implementation of all facets for all (3) action steps proved difficult. Actions that were continued from previous practice proved to be easy to continue; implementation of new pieces that required restructuring, new systems or approaches, etc. proved to be more difficult.

The bulleted items below each action indicate items at 90% implementation or more.

- 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.
 - Social Emotional support is increased in the form of adding a 0.2 FTE for Social Worker.
- Continuing to provide monies towards student connection activities (WOW) in order to encourage connections and relationships through student bonding and leadership led activities.
- Establishing a second on boarding day for mid-year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.
- Providing funding towards providing increased social emotional support through the addition of a 0.2 FTE Social Worker
 - 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.

As a result, our data shows an overall increase of 0.8% in the number of students that feel like they are a part of this school. 7th grade students, as compared to 8th grade students, showed an increase of 4.4% in the percentage of students that feel included. The percentage of Special Education students also increase in 17-18 28.5%. The other (3) subgroups that showed increases in the percentage of students that felt included were:

- 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.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions

As a result of less than full implementation of a majority of the action steps detailed in the 17-18 SPSA, our Other and 8th grade student populations show increased percentages in the number of student's suspended per 100.

- Asian—increase 0.08% from 16-17; no data for current year
- Other—increase of 2.44% from 16-17; no suspensions in this group prior to 17-18
- Special Ed—increase of 15% from 17-18; no data for 16-17
- Homeless—increase of 33.3% from 17-18; no data for 16-17

Student Survey - Caring adult

- The actions detailed below were either not implemented at all or were part of an action step with less than 50% implementation.
 - 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.
 - Social Emotional support is increased in the form of adding a 0.2 FTE for Social Worker.
 - Continuing to provide monies towards student connection activities (WOW) in order to encourage connections and relationships through student bonding and leadership led activities.
 - Establishing a second on boarding day for mid year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
 - Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.
 - Providing funding towards providing increased social emotional support through the addition of a 0.2 FTE Social Worker
 - Increasing targeted communications, to include but not be limited to:
 - Quarterly Computech Newsletter to stakeholders to apprise of relevant data/information concerning the 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.

- Black—increase of 5.1%
- Other—increase of 28.9% (only group that has increased over all (3) years)
- White—increase of 8.3%

- 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
- Fund daycare options as needed at 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.
- 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.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions

As a result of less than full implementation of a majority of the action steps detailed in the 2018-2019 SPSA, the alarming trend in this particular metric is that it has continued to trend downward. The overall decrease in the percentage of students that feel there is a caring adult on this campus has declined 6% since 15-16; a 4% decrease from 15-16 to 16-17 and an additional 2% increase from 16-17 to 17-18. This trend has been replicated across all subgroups except Other and White.

- Asian—decrease of 3.1% from 16-17; for an overall decrease of 8.4% in (3) years
- Black—increase of 4.2 % from 16-17; for an overall decrease of 3.1% in (3) years
- Hispanic—decrease of 2.7% from 16-17; for an overall decrease of 9.2% in (3) years
- Special Ed—increase of 14.3% from 16-17; (overall decrease of 28.6% in (3) years)

Student Survey - Included

The actions detailed below were either not implemented at all or were part of an action step with less than 50% implementation.

- 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.
- Increasing targeted communications, to include but not be limited to:
 - Quarterly Computech Newsletter to stakeholders to apprise of relevant data/information concerning the 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
- Funding daycare options as needed at 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.
- 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.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions

As a result of less than full implementation of a majority of the action steps detailed in the 2018-2019 SPSA, the alarming trend in this particular metric is that overall the percentage of students that feel included across campus has declined. Since 2015-2016, the percentage of students that feel included has declined 5.3%. Here is how a few of our subgroups have fared:

- Asian—decline of 7.7% from 16-17; overall 15.8% decrease since 15-16
- Black—increase of 5.1% from 16-17; overall decrease of 8.4% since 15-16
- Hispanic—decrease of 1.6% from 16-17; decrease of 3.8% since 15-16
- White—increase of 8.3% from 16-17; decrease of 8.9% since 15-16

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- - Holding regularly scheduled site based parent attendance conferences—attendance clerk not trained; lack of clarity in regard to who the job belonged to
 - (i.e., alongside STEM/CTE 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.
 - Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to—Quarterly Digital Newsletter (forgot about); Text messages through Remind (not used frequently enough); Innovative attendance technology—no training, haven’t made a purchase, currently a vacant position
 - Holding regularly scheduled A2A conferences—attendance clerk not trained; lack of clarity in regard to who the job belonged to
 - Establishing new benchmark events towards celebrating attendance successes—forgotten about
 - 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—lack of future planning
 - Continuing to provide materials (backpacks, clothes within standard of dress, etc.) for identified students that are experiencing difficulty with attendance—once depleted it was never restocked
 - 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—forgotten about
 - 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—simply did not do; forgot about
 - Fund daycare options as needed—forgot

- 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—simply did not do; forgot about
- 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—low level priority in terms of filling vacant personnel positions
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions—didn’t hold these sessions; therefore no contracts needed

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- League of Extraordinary Parents—classroom walks, technology training, RP training, discipline when your student needs technology training, etc.
- Holding regularly scheduled site based parent attendance conferences—attendance clerk not trained; lack of clarity in regard to who the job belonged to
- Use Remind, School Messenger, Sunday Message, Computech Facebook and Twitter to communicate with increased frequency
- Implement a student leadership position to help manage social media with supervision from CCD and OA
- Quarterly Attendance Awards
- Creation of a Computech Pantry—materials and supplies in order to be successful at school
- 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
- 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
- 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
- Fund daycare options as needed
- Communicating the “Pursue Excellence” motto through the use of student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st century readiness
- Adding an additional Noontime Assistant (NTA) position for morning supervision duty around the basketball courts and locker room(s) to increase student safety on campus
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Discussion with SSC during March meeting:

- Need for connection with students and staff facilitated by activities and events such as WOW and adults engaging with students outside of the classroom.

2 ELAC:

Not required

3 Staff:

Staff Discussions:

- Need for relationships through class meetings.
- Connection through celebrations of diverse subgroups.

- Celebration of all students by recognizing diverse subgroups.

Action 1

Title: Computech Attendance

Action Details:

Pursue Excellence Through...

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

- Holding regularly scheduled site based parent attendance conferences (i.e., alongside STEM/CTE oriented trainings) with appropriate school personnel 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.
- Increasing targeted communication measures to all identified student groups and their parents through measures to include but not be limited to:
 - Computech Quarterly Digital Newsletter
 - Text messages through Remind
 - School Messenger/Peachjar (Sundays)
 - Innovative attendance technology in the Front Office towards recording, tracking, and communicating tardiness and absences
- Holding regularly scheduled A2A conferences
- Establishing new benchmark events towards celebrating attendance successes.
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events
- Establishing inaugural student connection events/groups, such as Lawn Chair Lunch, WOW, Computech Lifeguard League, WEB, etc. to encourage attendance and connections through student bonding and leadership led activities.
- Continuing to provide materials (backpacks, clothes within standard of dress, etc) for identified students that are experiencing difficulty with attendance.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Attendance
- GLA
- AC²
- SSW

Timeline:

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

Daily attendance indicates the average daily attendance rate but also alerts administration to any issues that teachers may be having keeping timely and/or accurate attendance

Owner(s):

- Attendance
- OA
- GLA

Timeline:

Students of concern pulled from ATLAS:

- 9/19
- 10/19
- 11/19
- 12/19
- 1/20
- 3/20
- 4/20
- 5/20

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

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

Owner(s):

- OA
- Principal

Timeline:

SchoolMessenger Reports pulled ongoing, but specifically acted upon:

- 8/19
- 8/19
- 8/19
- 1/20
- 1/20
- 1/20

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

- Tiger Academic Assessment Meetings (1-1) with a member of administrative team, peer, teachers/staff, mentor, etc.
- Materials, training, programs, technology for STEM/CTE
- 2nd semester on-boarding day for midyear transfers
- Availability of direct counseling services for all students in a tiered format of implementation including but not limited to:
 - Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
 - Computech Lifeguard League
- Quarterly Attendance Celebrations

Specify enhanced services for EL students:

- Translation services provided by Parent University for communicating private, social-emotional needs/concerns to parents/family
- WEB leaders
- BYOD
- Tiger Academic Assessment Meetings (1-1) with a member of administrative team, peer, teachers/staff, mentor, etc.
- Materials, training, programs, technology for STEM/CTE

Specify enhanced services for low-performing student groups:

- WEB leaders
- BYOD
- Tiger Academic Assessment Meetings (1-1) with a member of administrative team, peer, teachers/staff, mentor, etc.
- Materials, training, programs, technology for STEM/CTE
- 2nd semester on-boarding day for midyear transfers
- Availability of direct counseling services for all students in a tiered format of implementation including but

- 2nd semester on-boarding day for midyear transfers
 - Availability of direct counseling services for all students in a tiered format of implementation including but not limited to:
 - Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
 - Computech Lifeguard League
- RFEF Monitoring
- Quarterly check ins with EL students that have chronic absences with administrator or counselor to determine individual plans for improvement.

not limited to:

- Tiger Den
 - RPCA
 - SSW
 - GLA
 - AC²
 - School Psychologist
 - ISGI
 - Computech Lifeguard League
- Quarterly Assessment of student groups and chats to determine interventions.

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

- School “tech” classes to include but not be limited to:
 - ATLAS
 - EduText
 - Remind
 - Computech Connections
- Parent University
- PAWS
- SST, 504, IEP

Describe Professional Learning related to this action:

- SchoolMessenger/Peachjar
- Remind
- Office staff professional learning on elements of data collection and communication
- Whole staff PL through 45 hours led by RPCA and Climate Culture Team
- Whole Staff PL through 45 hours led by administrative team

Action 2

Title: Computech Campus Culture

Action Details:

Pursue Excellence Through...

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

- Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices and proactive responses to misbehaviors.
- Leveraging current personnel resources including but not limited to the use of Social Emotional support staff 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.
 - Social Emotional support is increased in the form of adding a 0.2 FTE for Social Worker.
- Continuing to provide monies towards student connection activities (WOW) and WEB in order to encourage connections and relationships through student bonding and leadership led activities.
- Establishing a second on boarding day for mid year transfers in order to encourage connections and relationships through student bonding and leadership led activities.
- Maintaining the appearance of campus, tables, paint, greenery, office, common areas, etc.
- Collaborative work between leadership, social-emotional team, restorative practices, and climate and culture to develop holistic supports for all students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Tiger Den referrals (recorded numbers) will indicate the actual number of students needing the Den that may not be self-referring

Owner(s):

- RPCA
- Tiger Den
- SSW
- GLA
- School Psychologist
- Classroom Teachers

Timeline:

Numbers submitted each month on the last day of the month

- 8-?-19
- 9-?-19
- 10-?-19
- 11-?-19
- 12-?-19
- 1-?-20
- 2-?-20
- 3-?-20
- 4-?-20
- 5-?-20
- 6-?-20

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

- Tiger Den VIP applications (registration nights) will indicate the potential number of students with above average social emotional needs (self-identified)
- Tiger Den VIP applications (Back to School Night) will indicate the potential number of students with above average social emotional needs (self-identified)

Owner(s):

- GLA

Timeline:

Available after March 2019 and August 2019

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

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

Owner(s):

- VP

Timeline:

Report pulled quarterly

- 10/19
- 12/19
- 3/20
- 6/20

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

Survey data (staff, student, parent) will indicate if identified needs were met as well as reveal next steps in terms of support/information/professional learning

Owner(s):

- GLA
- VP
- Principal

Timeline:

Pre-Climate & Culture Survey distributed September 2019

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

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

Owner(s):

- Principal
- VP
- GLA
- AC²
- Those walking classrooms on Computech campus

Timeline:

- Weekly by the admin team
- Report pulled quarterly
 - 10/19
 - 12/19
 - 3/20
 - 6/20

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

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

Specify enhanced services for EL students:

- RFEP monitoring
- Computech Lifeguard League
- Google Translation services
- Quarterly check ins with leadership team for EL learners (AC, GLA, VP, or Principal)
- Advisory/Class Meetings curriculum (Second Step)
- WEB
- Student Leadership
- Quarterly Character Assemblies
- Computech Connections (student version)
- Training, materials, technology and programs for STEM/CTE
- Monday FUNday and TWOferTuesday
- Computech Student Portal
- 2nd semester onboarding day for mid-year transfers
- Recognition incentives (academics)
- Quarterly attendance celebrations
- PBIS

Specify enhanced services for low-performing student groups:

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

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

- RP
- Parent University
- Use of ATLAS

Describe Professional Learning related to this action:

- Appropriate ATLAS entries
- RP
- CHAMPS and other Culture and Climate identified best practices

- SST, 504 and IEPs
- Open House, Tiger Showcase, Back to School Night
- Parent volunteer opportunities
- PAWS
- Referral process through Computech Connections portal
- MTSS
- Office staff training on elements of data collection and communication
- Cultural Proficiency PL

Action 3

Title: Computech Community & Communication

Action Details:

Pursue Excellence Through...

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

- Increasing targeted communications, to include but not be limited to:
 - Quarterly Computech 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.
 - Fund translation service as needed
 - Fund foods, materials, and resources as needed
 - Fund daycare options as needed
- Communicating the "Pursue Excellence" motto through the use of student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st century readiness.
- Increasing 6-hour Campus Assistant time with an additional 2 hours in order to cover ASES/After School program until 6:00pm. This will increase student safety and student feelings of safety both on and around 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.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc at scheduled parent drop-in (technology) sessions
- Providing translation services

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

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
- VP
- GLA
- AC²
- Front Office Staff
- Teaching Staff
- Students

Timeline:

- Continuous monitoring
- Pre-Climate and Culture Survey
 - September 2019
- FUSD Climate/Culture Survey
 - February 2020

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

- BYOD
- Training, materials, programs STEM/CTE
- WEB
- Student Leadership Outreach and Service Learning

Specify enhanced services for EL students:

- Translation services provided in communication and outreach
- BYOD
- Training, materials, programs STEM/CTE
- WEB
- RFEF Monitoring

Specify enhanced services for low-performing student groups:

- BYOD
- Training, materials, programs STEM/CTE
- WEB
- Student Leadership Outreach and Service Learning
- Club Supports in order to obtain feedback from student groups around school improvements and supports

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

- School Site Council (SSC) Participation
- PTSO Participation
- Parent University
- PAWS
- Open House
- Registration Nights
- Tiger Showcase
- Parent/Community member volunteering opportunities
- Parent survey regarding exit counseling

Describe Professional Learning related to this action:

- PL towards STEM/CTE through 45 hours facilitated by admin team and teachers
- Front Office
 - SchoolMessenger/Peachjar
 - Remind
 - MailChimp
 - Google Forms
 - Google Sheets
 - Social Media
 - FB
 - Twitters
 - Instagram

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance (including Tiger Den)	3,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Phelps, Bryana / Empl ID 1071133 / 0.8000 FTE / from step 3 E152 Social Worker, School (MT215) to step 2 E231 Clinical School Worker (MT197)	27,069.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Daycare/Parent Meetings ***NO FOOD NO INCENTIVES***	1,740.00
G4A3	Sup & Conc	Instruction	Direct-Graph			: Graphics (to include but not be limited to summer mailers, communication regarding events on campus, etc)	1,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Volunteer Lunches (SSC, ELAC, Cookie Dough, etc)	1,000.00
G4A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Noon Time Supplemental	3,740.00
G4A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		14,614.00

\$52,163.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0100 Computech (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Professional Development (Subs for Teachers to attend professional development)	5,022.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies in support of magnetism, diversity (inclusive (but not limited to) of texts, materials and supplies for Cultural Proficiency work) and outreach to students. ***NO FOOD, NO FOOD NO INCENTIVES***	5,274.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Lab Upkeep and BYOD Technology	22,464.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Suppplies in support of magnetism, diversity (inclusive of (but not limited to) texts and materials for Cultural Proficiency work) as well as outreach to students.	18,827.00
G1A1	Sup & Conc	Instruction	Direct Trans			Forensics, Zoo and Aquatics Transportation 1000 each for Forensics and Aquatics to be split out 1500 for Zoo	3,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Assessment software (QUIA, Khan, Nearpod)	4,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Projector Bulbs	1,000.00
G1A2	Title 1 Basic	Instruction	Travel			: Travel and Registration Fees (Conferences)	2,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Staff determined budget items	54,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Registration Fees (Conferences)	4,000.00
G1A3	Title 1 Basic	Instruction	Travel			: Travel and Registration Fees (Conferences)	2,000.00
G1A3	Sup & Conc	Instruction	Travel			: Travel and Registration Fees (Conferences)	4,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			(4) hours supplemental pay per teacher (to be confirmed at the start of the year)	3,013.00
G1A4	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.2500		14,575.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental/Extra Pay (Water Polo & Aquatics)	8,438.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance (including Tiger Den)	3,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Phelps, Bryana / Empl ID 1071133 / 0.8000 FTE / from step 3 E152 Social Worker, School (MT215) to step 2 E231 Clinical School Worker (MT197)	27,069.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Daycare/Parent Meetings ***NO FOOD NO INCENTIVES***	1,740.00
G4A3	Sup & Conc	Instruction	Direct-Graph			: Graphics (to include but not be limited to summer mailers, communication regarding events on campus, etc)	1,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Volunteer Lunches (SSC, ELAC, Cookie Dough, etc)	1,000.00
G4A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Noon Time Supplemental	3,740.00
G4A3	Sup & Conc	Security	Clis Sup-Reg	Assistant,Campus Safety	0.2500		14,614.00

\$207,276.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,500.00
Sup & Conc	7090	\$163,776.00
Grand Total		\$207,276.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$146,675.00
G2 - All students will engage in arts, activities, and athletics	\$8,438.00
G4 - All students will stay in school on target to graduate	\$52,163.00
Grand Total	\$207,276.00