


Edison Computech Middle

10621666103840

Principal's Name: Bradley Berrett

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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				X
2. Chairperson – Sydney Robertson					X
3. Ariel Rosas					X
4. Natalia Green					X
5. Dimitri Pagoulatos					
6. Karissa Torres		X			
7. Charles Salanitro		X			
8. David Greenmyer		X			
9. Larry Armstrong		X			
10. Carrie Wise				X	
11. William McCarty				X	
12. Ah Her			X		
13. Matthew Hun					X
14. Marley Randel					X
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>November 6, 2019</u> .

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bradley Berrett		5-22-2020
SSC Chairperson	WREN ROBERTSON		

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 2020/21

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$56,250 *
7090	LCFF Supplemental & Concentration	\$169,449
7091	LCFF for English Learners	\$381
		\$226,080
TOTAL 2020/21 ON-SITE ALLOCATION		\$226,080

* 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	\$1,875
Remaining Title I funds are at the discretion of the School Site Council	\$54,375
Total Title I Allocation	\$56,250

Computech Middle 2020-2021 - 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)	96.29 %	88.375 %	2018-2019	95.375 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	86.203 %	78.625 %	2018-2019	85.625 %
One D or F on Any Report Card (grades 2-12)	30.939 %	42.787 %	2018-2019	35.787 %

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)

Implemented actions resulted in the following data:

- Overall decrease in percentage of students meeting/exceeding standards from 89.3% to 88.4%
 - 7th—overall increase—88.9% to 96% with additional 44 students included (360 in 16-17 and 404 in 18-19)
 - 8th—overall decrease in percentage of students meeting/exceeding standards for the 2nd consecutive year—89.7% to 79.7% with 54 fewer students tested in 18-19 (303 compared to 357)

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

Implemented actions resulted in the following data:

- Overall decrease in percentage of students meeting/exceeding standards from 79.2% to 78.6%
 - 7th grade—overall increase—79.1% to 85.7% with additional 39 students included (321 tested students in 16-17 and 360 in 18-19)
 - 8th grade—overall decrease for the 2nd consecutive year—79.3% to 70.8% with 46 fewer students tested (269 compared to 315)

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)

Four (4) of six (6) subgroups showed a decline in overall percentage of students that met or exceeded standards in ELA. The remaining two (2) subgroups either had no change (FY) or increased in the percentage of students meeting or exceeding standards in ELA (AA)

- Asian:
 - 2017-2018—98.1% (104 out of 106 tested students)
 - 2018-2019—94% (94 out of 100 tested students)
- Hispanic
 - 2017-2018—84.9% (406 out of 478 tested students)
 - 2018-2019—84.1% (408 out of 485 tested students)
- Special Education
 - 2017-2018—85.7% (6 out of 7 tested students)
 - 2018-2019—60% (3 out of 5 tested students)
- Homeless
 - 2017-2018—83.3% (5 out of 6 tested students)
 - 2018-2019—50% (1 out of 2 tested students)

Resource inequities/key contributing factors contributing to disproportionality of low performing subgroups

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

Implemented actions resulted in the following data:

- Overall decrease in 7th grade of 9.6% (192 students out of 430 to 148 students out of 422)
- Overall decrease in 8th grade of 4.4% (158 students out of 388 to 147 out of 405)

(overall):

- Systematically unable to complete a complete CCI cycle
- Lacked consistent Tier 1 supports
- Lacked development of Tier 2 and Tier 3 supports

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

Six (6) of six (6) subgroups showed a decline in overall percentage of students that met or exceeded standards in Math.

- Asian:
 - 2017-2018—87.7% (93 out of 106 tested)
 - 2018-2019—86% (86 out of 100 tested)
- African American
 - 2017-2018—76.9% (20 out of 26 tested)
 - 2018-2019—66.7% (20 out of 30 tested)
- Homeless
 - 2017-2018—83.3% (5 out of 6 tested)
 - 2018-2019—50% (1 out of 2 tested)
- Foster Youth
 - 2017-2018—100% (2 out of 2 tested)
 - 2018-2019—50% (1 out of 2 tested)
- Special Education
 - 2017-2018—85.7% (6 out of 7 tested)
 - 2018-2019—60% (3 out of 5 tested)
- Hispanic
 - 2017-2018—84.9% (406 out of 478 tested)
 - 2018-2019—84.1% (408 out of 485 tested)

Resource inequities/key contributing factors contributing to disproportionality of low performing subgroups (overall):

- Systematically unable to complete a complete CCI cycle
- Lacked consistent Tier 1 supports
- Lacked development of Tier 2 and Tier 3 supports

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

Two (2) of six (6) subgroups increased in percentage of students with one D or F. Remaining four (4) subgroups demonstrated no change (FY) or a decrease in percentage of students with one D or F (A, SpEd, H).

- African American
 - 2017-2018—35.5% (11 out of 31 students)
 - 2018-2019—36.4% (12 out of 33 students)
- Homeless
 - 2017-2018—66.7% (4 out of 6 students)
 - 2018-2019—50% (2 out of 2 students)

Resource inequities/key contributing factors contributing to disproportionality of low performing subgroups (overall):

- Systematically unable to complete a complete CCI cycle
 - Lacked consistent Tier 1 supports
- Lacked development of Tier 2 and Tier 3 supports

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

- Failing to deliver a “Welcome to Tiger Town” care package for the 2nd year in a row; this includes a failure to recognize the incoming 6th grade students at their home school—there was (again) a lack of foresight and future planning on our part in terms of things that needed additional planning/turnaround time.

ACTION 2—CURRICULUM AND STUDENT ACHIEVEMENT

- Purchasing an assorted variety of software/hardware—Software/hardware purchased; however, lack of training around targeted interventions for both Math and ELA resulted in less than purposeful/focused use of software/hardware.
- Providing up to four (4) hours of supplemental pay per teacher—Hours provided; used strictly for planning rather than discussion and/or planning around interventions.
- Additional items impacting results in Goal 1 metrics:
 - Inconsistent implementation of adopted guaranteed and viable curriculum specifically in 8th grade Core
 - Lacked common formative assessments specifically in 8th grade Core
 - Lacked common lesson planning specifically in 8th grade Core
 - Failed to develop/use focused data analysis protocols sitewide
 - Inconsistent/inefficient use of professional learning around first best teaching
 - Inconsistent use of ILT as instructional leaders
 - Failure to function as a PLC specifically in 8th grade Core

ACTION 3—PLCs

- Developing and implementing standard protocols—began as a process through ILT and lost steam as the year progressed. Failed to provide the focused PL to ILT members using an iPL structure.
- Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning; funding materials (books, etc.) for further professional development—staff has not requested anything specific.
- 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. Additionally, systemic switch from interim to diagnostic (iReady) and lack of knowledge with how to use the data most effectively.
- 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—began as a process through ILT and lost steam as the year progressed
- Utilizing Guaranteed and Viable Curriculum towards professional learning in all content areas—connected to best practices guide and IPG work and is still a work in progress
- Additional items impacting results in Goal 1 metrics:
 - Failure to function as a PLC specifically in 8th grade Core
 - Lacked consistent PLC meetings both at the 7th and 8th grade Core levels
 - Inconsistent implementation/enforcement of standard protocols for PLC work sitewide
 - Agendas
 - CFA development/analysis
 - RTI
 - Grading policies
 - Failed to utilize professional substitute release time strategically oriented around content area CFA dates, District Interim Benchmark/iReady Diagnostic and CAASPP assessment dates
 - Failed to create a supplemental contract pool for teachers desiring to turn professional development/learning opportunities around the Instructional Practice Guide (IPG) into actions steps

- Inconsistent uses of GVC towards professional learning in all content areas (common strategies, academic vocabulary, common expectations, etc.)

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.
- 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 were created.
- Providing substitute teachers and/or teacher release time to allow for analysis, review and corrective instruction—lack of interest, lack of training.
- Additional items impacting results in Goal 1 metrics:
 - Ineffective/inefficient use of academic counselors’ tools and resources; including interns.
 - Failed to utilize the additional two (2) hours to the OA position to assist with eligibility and intervention best practices.
 - Inconsistent/inefficient use of professional learning around intervention best practices.
 - Failed to consistently recognize incremental student achievement growth through the creation of new student recognition programs.
 - Failed to provide teacher release time to plan for corrective instruction.
 - Inconsistent publication of “One D or F” List.
 - Lacked accountability, follow-up, teacher training (expectations) around “One D or F” List.
 - Eliminated Weekly Eligibility List.

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.
- Changes will 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). 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 trainers’ 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 Edison 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:
Fall/2020

2 ELAC:
Fall/2020

3 Staff:
Fall/2020

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
- Increasing outreach efforts to 4th and 5th grade students
- Making campus accessible and inviting through Tiger Showcase Nights
- Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas during individually requested and scheduled tours
- Creating a "Welcome to Tiger Town" Swag Station.
- Continuing to develop new and innovative elective offerings and experiences.
- Providing substitutes for teachers attending conferences/professional development/learning opportunities oriented towards continuous improvement of outreach strategies, ensuring equity and access to all groups as well as increasing overall magnetism of Computech.
- Continuing to purchase an assorted variety of software/hardware toward increasing STEM/CTE/technology usage and academic levels for the 21st Century College and Career Readiness toward increasing unique and innovative learning opportunities available to Computech students thereby increasing overall magnetism of Computech Middle School.
- Continuing to purchase devices and equipment for the purpose of refreshing, maintaining and operating 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 attending individually requested/scheduled tours
- Number of students, parents and families attending Tiger Showcase Nights
- Raw number of applications

Owner(s):

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

Timeline:

- August 2020 through December 2020

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

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

Specify enhanced services for EL students:

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

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

- Back to School Night, Tiger Showcase Nights, 7th grade registration, Open House
- Parent University (translation services)
- Parent Volunteers for Tiger Showcase Nights
- Parent Teacher Student Organization (PTSO) 2.0
- Principal's Sunday Message

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- Appropriate contacts for school directory, transfer information and transportation
- Matriculation procedures (call in question/answer)
- Office staff PL on data collection and communication
- Restorative Practices, MTSS, Cultural Proficiency, CHAMPS and Climate Culture Team 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, instructional best practices and increased understanding of mathematical shifts. Action steps to include but not be limited to:

- Renewing site licenses for assessment/intervention software(s)/hardware(s).
- Funding travel expenses/conference registration fees for professional development opportunities/increased learning for staff oriented toward increased student understanding and achievement.
- Incorporating Cultural Proficiency into sitewide professional Learning to support all students within development of curriculum and planning instruction.
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher.
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member.
- Scheduling and providing up to four (4) hours of supplemental pay per teacher.
- Purchasing replacement projector/projector bulbs.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of elective and core curricular offerings both new and ongoing. **Purchases based on staff agreed upon determined needs and supplies.
- Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA in support of increasing opportunities to support literacy and math instructional best practices. **Purchases based on staff agreed upon determined needs and supplies.
- Providing a substitute for (3) days per each CORE teacher (8 teachers) in order to encourage/allow attendance at various professional development and professional learning opportunities oriented toward increased student understanding and achievement.
- Providing food, beverages, materials, supplies, equipment, etc. for staff meetings, visitor breakfasts and parent volunteer opportunities on campus to encourage.

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

- IPG Data
- iReady Diagnostic results
- PLC developed CFA results

Owner(s):

- Administrative Team
- ILT
- Testing Coordinator

Timeline:

- IPG completed weekly by admin (12 a week; 2 with a partner)
- Report pulled quarterly
- Revolving throughout the 2020-2021 school year (baseline of at least (2) CFAs per quarter with an emphasis on RTI)

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

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

Owner(s):

- 504 Coordinator
- AC²
- Classroom Teacher

Timeline:

- Initial 504s and/or IEPs (raw numbers quarterly)
- Initial SSTs (raw numbers quarterly)
- Monthly (beginning in September after 1st deficiency notice)
- Parent Meetings (Q2 and Q4)

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

- "1 F" lists
- Flyers and Fallers

Owner(s):

- AC²
- Office Assistant

Timeline:

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for midyear transfers
- Academic assessment meetings (1-1)
- Adopted curriculum supplemental materials
- Assessment software/hardware
- BYOD
- Cultural Proficiency to explore supports for demographic groups regarding needs
- STEM/CTE training, materials and programs
- WEB leaders

- WEB leaders

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

- ack to School Night, Open House, 7th grade Registration, Tiger Showcase
- PTSO 2.0
- Parent Volunteer opportunities
- Principals Sunday Message
- School Messenger
- School Site Council (SSC)
- SST, 504, IEP meetings
- Text blast via Remind
- Use of ATLAS

Describe Professional Learning related to this action:

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

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 content areas. Action steps to include but not be limited to:

- Developing and implementing standard protocols for PLC work including CFA validity, CFA analysis and response rubrics provided through graphics purchases, agendas, etc.
- Utilizing staff feedback in order to orient professional learning around additional indicated areas of requested learning (Cultural Proficiency, Restorative Practices, Multitiered Systems of Support, Response to Intervention, etc.)
 - Ensuring professional learning opportunities and staff meetings have food items, materials, and needs met through graphics.
 - Funding materials (books, etc) for further professional development.
- Utilizing professional development substitute release time strategically oriented around PLC CFA dates and CAASPP assessment dates towards the continuous cycle of improvement in PLC work:
 - Plan, Teach, Analyze, Respond (Computech PLC Placemats)
 - 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/travel expenses for teachers
- Creating a Computech Best Practices Guides
- Utilizing the Guaranteed and Viable Curriculum towards professional learning in all content areas.
- Continuing professional learning around to include but not be limited to: IPG, *Learning By Doing*, Restorative Practices, MTSS and Cultural Proficiency
- Scheduling and providing up to 16 hours of supplemental pay per lead teacher.
- Scheduling and providing up to 16 hours of supplemental pay per Climate and Culture Team Member.
- Scheduling and providing up to four (4) hours of supplemental pay per teacher.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Climate Culture Survey Data

Owner(s):

- Administrative Team
- Climate Culture Team

Timeline:

- Baseline from March 2020 survey

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

- CFARubric data
- IPG data
- iReady Diagnostic data

Owner(s):

- Administrative Team
- ILT
- Testing Coordinator

Timeline:

- Instructional walks completed weekly
- Report pulled quarterly
- Revolving throughout the 2020-2021 school year (baseline of at least (2) CFA cycles per quarter)

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

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

Describe Professional Learning related to this action:

- Instructional Rounds (weekly)
- Office staff PL on data collection and communication
- Planning days (release time) through Computech iPL structures
- PLC and whole staff PL

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/conference registration fees for professional development opportunities and increased learning for staff.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Gradebook Last Updated reports

Owner(s):

- Office Assistant
- Teaching staff
- Vice Principal

Timeline:

- Baseline report pulled September 4,2020 (PRIOR to deficiency notices)
 - Following reports pulled every 2 weeks after initial report

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

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

Owner(s):

- AC²
- Office Assistant
- Teaching staff

Timeline:

- Baseline report pulled September 4,2020
 - Following reports pulled weekly on Friday AM

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

- 2nd semester onboarding day for mid-year transfers
- After School Program Supports for intervention through ASES

- Availability of direct counseling services for all students in a tiered format of implementation
- BYOD
- Small group academic conferences
- STEM/CTE materials, technology, training, programs
- Tiger Academic Assessment Meetings

Specify enhanced services for EL students:

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

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

- Parent University
- Principal's Sunday Message
- School Messenger
- SST, 504, IEP
- Text messages through Remind
- Use of ATLAS

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- "1F" portfolio entries and counseling PD
- Development and implementation of Computech Best Practices Guide
- Office staff professional learning on elements of data collection and communication
- Remind
- School Messenger/Peachjar

2020-2021 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-Attendance to PL and cost of PL)	5,072.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Lab Upkeep and Technology related to magnet in support of student achievement.	7,988.00
G1A1	Sup & Conc	Instruction	Direct Trans			Forensics \$1,000 and Zoo Trip Transportation \$1,500	2,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Assessment and Communication Software (QUIA, Khan, Nearpod, Brain Pop, etc.)	5,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Staff Determined budget in support of all students.	55,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Computech Experiences - Simulations, etc.	2,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Conferences	4,000.00
G1A3	Title 1 Basic	Instruction	Travel			Travel and Conference	4,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts ILT, C&C, Teacher Planning	3,661.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Staff Meetings/Visitors PO's, Materials, Supplies, Food	3,700.00
G1A3	Sup & Conc	Instruction	Direct-Graph			: Graphics for staff guides/flyers/posters	1,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning Time	3,043.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Incentives, Awards, Recognition, Tiger of the Month, etc.	3,800.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Blackbeards and other incentives	4,000.00
G1A4	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	Support for eligibility and intervention.	15,006.00

\$120,270.00

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	84.143 %	71.588 %	2018-2019	78.588 %

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

Implemented actions resulted in the following data:

- Overall increase in percentage of students participating in Goal 2 activities
 - 2018-2019—71.6% (577 students out of 806)
 - 2019-2020—92.8% (756 students out of 815)
 - 7th grade participation increased 20% (101 students)
 - 8th grade participation increased 22% (98 students)

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

Goal 2 Participation Rate

Four (4) of six (6) subgroups showed an increase in overall percentage of students participating in a Goal 2 activity while the remaining two (2) subgroups remained stagnant. The other two (2) subgroups had no change in percentage of students participating in Goal 2 activities.

- Asian
 - 2018-2019—75% participation (75 out of 100 students)
 - 2019-2020—95.7% participation (88 out of 92 students)
- Hispanic
 - 2018-2019—65% participation (318 out of 489 students)
 - 2019-2020—91% participation (489 out of 537 students)
- Foster Youth
 - 2018-2019—75% participation (3 out of 4 students)
 - 2019-2020—100% participation (1 out of 1 students)
- Special Education
 - 2018-2019—60% participation (3 out of 5 students)
 - 2019-2020—100% participation (4 out of 4 students)

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

ACTION 1—COMPUTECH GOAL 2

- Failing to provide professional development around the connection between Goal 2 opportunities/activities and student achievement, as well as 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.
- Failing to purchase and instruct 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.

- No significant changes will be made to the metrics or to the identified actions
- Changes will be found in a more intentional an effective use of both the Climate Culture Team and the Instructional Lead Team.
- The Climate Culture Team will be expected to provide staff training on systems, why Goal 2 is important, how to encourage participation as well as 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. regarding what it takes to be a coach, advisor, 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:
Fall/2020

2 ELAC:
Fall/2020

3 Staff:
Fall/2020

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 regarding Goal 2 opportunities.
- Creating new materials regarding Goal 2 opportunities.
- Providing professional development around the connection between Goal 2 opportunities/activities and student achievement as well as best practices toward increasing participation and achievement.
- Providing extra/supplemental pay contracts toward increasing and supporting Goal 2 experiences and opportunities focusing on increasing student participation and connection to the school.
- Purchasing and instructing all coaches and advisors on the operation of lanyards and scanners towards more streamlined data collection for the engagement tool.
- Providing supplies and materials for WEB, coaches, advisors, and other Goal 2 related meetings for increasing student participation.
- Providing opportunities and events for engaging students in academic success.
- Maintaining 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 attending various conferences/professional development/learning opportunities oriented towards the development of new and innovative Goal 2 opportunities.

- Funding travel expenses/conference registration fees for professional development opportunities and increased learning for staff oriented towards the development of new and innovative Goal 2 opportunities.
- Supplementing the fundraising activities of the Computech Aquatics Program

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):

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

Timeline:

- Report pulled quarterly
 - October 9, 2020
 - December 18, 2020
 - March 19, 2021
 - June 11, 2021

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

Student Interest

Owner(s):

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

Timeline:

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

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

FUSD Climate/Culture Survey

Owner(s):

- Climate Culture Team
- Administrative Team

Timeline:

- Available after April 2021

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

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

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- Availability of direct counseling services for all students in a tiered format of implementation

- BYOD
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Goal 2 Activities
- Goal 2 Information Sessions
- Leadership (class and activities as a result of)
- Materials, technology and programs for CTE/STEM
- Monday FUNday
- Multicultural/Diversity Fair
- Quarterly Club Rush activities
- RFEP Monitoring
- WEB
- WoW (Week of Welcome)

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

- Informational Parent Meetings offered at all on campus events, including but not limited to:
- Parent meetings for engagements
- Parent surveys
- Parent University
- Parents as coaches/advisors
- PTSO 2.0
- SSC Representation/Participation Reports through website; accessible by parents

- BYOD
- Communication regarding extracurricular competitions available as an extension of Goal 2 activities
- Goal 2 Activities
- Goal 2 Information Sessions
- Leadership (class and activities as a result of)
- Materials, technology and programs for CTE/STEM
- Monday FUNday
- Multicultural/Diversity Fair
- Quarterly Club Rush activities
- Specific clubs and activities targeting student groups that are not engaged in Goal 2
- WEB
- WoW (Week of Welcome)

Describe Professional Learning related to this action:

- Fundraising Calendar and Paperwork
- Office staff PL on elements of data collection and communication
- Whole staff PL

2020-2021 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			Aquatics	8,540.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for TOT, Science Olympiad, etc.	7,319.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Aquatics	1,000.00

\$16,859.00

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
Exposure to Careers - 8th Grade		0 %	2018-2019	7 %

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.

<p>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.</p> <p>Exposure to Careers - 8th Grade</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 8th Grade</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We will not change the metric of number of students exposed to CTE careers; however, the data that indicates only 7% of our 8th grade students are exposed to careers is incorrect. Over 50% of our 8th grade students are currently enrolled in a STEM/CTE elective. Additionally, over 90% of our 8th grade students attended CTE on Tour.

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.

- Increase the number of BioMed sections offered from 2 to 5 (in alignment with EHS pathways)

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.

<p>1 SSC:</p> <p>Fall/2020</p>	<p>2 ELAC:</p> <p>Fall/2020</p>	<p>3 Staff:</p> <p>Fall/2020</p>
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Action 1

Title: Computech CTE, Technology, & BYOD

Action Details:

Pursue Excellence Through...

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

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Library Tech
- Principal
- Teacher Librarian

Timeline:

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

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

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

Specify enhanced services for EL students:

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

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

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

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- Office Assistant
- Whole staff

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0100 Computech (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Lab UpKeep and Technology related to magnet in support of student achievement.	16,173.00

\$16,173.00

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	3.018 %	3.837 %	2018-2019	1.837 %
Suspensions Per 100	0.754 %	1.663 %	2018-2019	0.663 %
Student Survey - Included	67.135 %	67.062 %	2018-2019	74.062 %
Student Survey - Caring adult	62.435 %	51.252 %	2018-2019	58.252 %

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

Implemented actions resulted in the following data:

- Overall decrease in percentage of students considered chronically absent from 24.4% to 13.3 %
- 7th grade decreased from 19.3 % (84 students out of 435) to 12.3 % (53 students out of 432)
- 8th grade decreased from 30.1% (117 students out of 389) to 14.4 % (59 out of 409)

Suspensions Per 100

Implemented actions resulted in the following data:

- Overall decrease in suspensions for the 3rd consecutive year
 - 2017-2018—15 suspensions for 855 students (1.75)
 - 2018-2019—14 suspensions for 842 students (1.66)
 - 2019-2020—9 suspensions for 847 students (1.06)

Student Survey - Caring adult

Implemented actions resulted in the following data:

- An overall decrease in percentage of students that feel included for the 3rd consecutive year
 - 2016-2017—59.3 % of students indicated that they felt included (392 students out of 661)
 - 2017-2018—59.9% of students indicated that they felt included (434 students out of 725)
 - 2018-2019—67.1 % of students indicated that they felt included (509 students out of 759)

Student Survey - Included

Implemented actions resulted in the following data:

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

Chronic Absenteeism

One (1) of six (6) subgroups showed an increase in the percentage of students considered chronically absent.

- Asian
 - An increase from 1.9% (2 of 107 students) in 17-18 to 2.2% (2 of 92) in 19-20

**Remaining subgroups either had no data available or decrease in the percentage of students considered chronically absent.

Resource inequities/key contributing factors to disproportionality of low performing groups (overall):

- Failure to establish new benchmark events
- Failure to establish inaugural student connection events
- Failure to use remind with fidelity

Suspensions Per 100

Three (3) of six (6) subgroups showed a decrease in the percentage of suspensions per 100.

- Asian
 - A decrease in suspensions per 100 from .93 in 17-18 (1 of 108) to 0 in 19-20
- Hispanic
 - A decrease in suspensions per 100 from 2.39 per 100 in (12 of 503) in 17-18 to 1.25 per 100 (7 of 559) in 19-20.
- Special Education
 - A decrease in suspensions per 100 from 12.5 (1 of 8) in 17-18 to 0 in 19-20

- An overall decrease in percentage of students that feel there is an adult on campus that cares about them for the 3rd consecutive year
 - 2016-2017—57.8 % (382 students out of 661)
 - 2017-2018—55.2% (398 students out of 721)
 - 2018-2019—51.3 % (389 students out of 759)

**There have been no suspensions of African American Students, Foster Youth or Homeless students in the past three (3) years.

Resource inequities/key contributing factors to disproportionality of low performing groups (overall):

- Failure to establish new benchmark events
- Failure to establish inaugural student connection events

Student Survey - Caring adult

Three (3) of six (6) subgroups showed a decline in the percentage of students that felt there was an adult on campus that cared about them.

- African American
 - A decrease from 78.3% (18 of 23 students) to 3 % (22 of 30 students) from 2016-17 to 2018-19 academic years.
- Asian
 - A decrease from 50% (45 of 90 students) to 44.3% (43 of 97) from 2016-17 to 2018-19 academic years
- Hispanic
 - A decrease from 53% (210 of 396) to 46.5% (211 of 454 from 2016-17 to 2018-19 academic years

Resource inequities/key contributing factors to disproportionality of low performing groups (overall):

- Failure to establish new benchmark events
- Failure to establish inaugural student connection events
- Failure to use Remind with fidelity

Student Survey - Included

Six (6) of six (6) subgroups showed an increase in the percentage of students that felt included.

- African American
 - An increase from 47.8% (11 of 23 students) to 0 % (21 of 30 students) from 2016-17 to 2018-19 academic years.
- Asian
 - An increase from 57.8% (52 of 90 students) to 66% (64 of 97) from 2016-17 to 2018-19 academic years
- Hispanic
 - An increase from 60.6% (240 of 396) to 67% (305 of 455 from 2016-17 to 2018-19 academic years

Resource inequities/key contributing factors to disproportionality of low performing groups (overall):

- Failure to establish new benchmark events
- Failure to establish inaugural student connection events
- Failure to use Remind with fidelity

- 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.
- 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.
- 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
- Establishing new benchmark events towards celebrating attendance successes—forgotten about
- Funding daycare options as needed—did not communicate to parents that this was an option
- Holding regularly scheduled A2A conferences—attendance clerk not trained; lack of clarity in regard to who the job belonged to
- 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)
- 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
- 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.
- Using Remind with fidelity as a site as there are restrictions placed on free accounts.
- 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—forgot about
- Parking Lot Banners to communicate the “Pursue Excellence” mantra and connect the community to the school.

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.

- Adding an additional Noontime Assistant (NTA) position for lunchtime supervision around the basketball courts and locker room(s) to increase student safety on campus
- 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
- Fund daycare options as needed
- Holding regularly scheduled site-based parent attendance conferences
- Using Remind, School Messenger, Sunday Message, Computech Facebook and Twitter to communicate with increased frequency
- Implementing a student leadership position to help manage social media with supervision from CCD and OA
- Creating Quarterly Attendance Awards
- Continuing to fund the Tiger Pantry.
- Creating a League of Extraordinary Parents—classroom walks, technology training, RP training, discipline when your student needs technology training, etc.
- Installing parking lot banners
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions
- 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

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:
Fall/2020	Fall/2020	Fall/2020

Fall/2020

Fall/2020

Fall/2020

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.
- Continuing to provide and staff the Tiger Den.
- Increasing targeted communication measures to all identified student groups and their parents
- Establishing new benchmark events towards celebrating attendance successes.
- Continuing to provide and/or develop the necessary protocols/procedures/structures to provide incentives and host recognition events
- Establishing inaugural student connection events/groups, such as Lawn Chair Lunch, WoW, 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 through use of the Tiger Pantry

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- AC²
- Attendance
- GLA
- SSW
-

Timeline:

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

- Daily attendance

Owner(s):

- Attendance
- GLA
- OA

Timeline:

- Students of concern pulled from ATLAS every 6th Friday

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

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

Owner(s):

- OA
- Principal

Timeline:

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

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

Specify enhanced services for EL students:

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

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

-
- Parent University
- School “tech” classes to include but not be limited to:
- SST, 504, IEP

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- Office staff professional learning on elements of data collection and communication
- Remind
- School Messenger/Peachjar
- Whole staff PL

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):

- GLA
- SSW
- Tiger Den

Timeline:

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

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

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

Owner(s):

- VP

Timeline:

- Report pulled quarterly

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

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

Owner(s):

- Administrative Team
- Climate Culture Team

Timeline:

- Available April 2021

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

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

Owner(s):

- Administrative Team

Timeline:

- Weekly by the admin team
- Report pulled quarterly

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

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

Specify enhanced services for EL students:

- 2nd semester onboarding day for mid-year transfers
- Advisory/Class Meetings curriculum
- Computech Connections (student version)

Specify enhanced services for low-performing student groups:

- 2nd semester onboarding day for mid-year transfers
- Advisory/Class Meetings curriculum
- Computech Connections (student version)

- Computech Student Portal
- Cultural Proficiency and celebrations of diverse demographic groups
- Monday FUNday
- PBIS
- Quarterly attendance celebrations
- Quarterly Character Assemblies
- Recognition incentives
- Student Leadership
- Training, materials, technology and programs for STEM/CTE
- WEB
- WoW

- Computech Student Portal
- Monday FUNday
- PBIS
- Quarterly attendance celebrations
- Quarterly Character Assemblies
- Recognition incentives (academics)
- Student Leadership
- Training, materials, technology and programs for STEM/CTE
- WEB
- WoW

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

- RP
- Parent University
- Use of ATLAS
- SST, 504 and IEPs
- Open House, Tiger Showcase, Back to School Night
- Parent volunteer opportunities
- PAWS

Describe Professional Learning related to this action:

- Appropriate ATLAS entries
- CHAMPS and other Culture and Climate identified best practices
- Cultural Proficiency PL
- MTSS
- Office staff training on elements of data collection and communication
- Referral process through Computech Connections portal
- RP

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
- Parking Lot Banners
- Leveraging student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and community through application of skills and standards students are learning toward mastery and 21st Century readiness
- Providing parent meetings including but not limited to School Site Council, PTSO, volunteer orientations, registration night(s), Open House, SSTs, etc. toward increasing parent communication resulting in increased student achievement.
- Funding translation service as needed
- Funding foods, materials, and resources as needed
- Funding daycare options as needed
- Communicating the "Pursue Excellence" motto through the use of student-developed products and services oriented toward communicating the mission and vision throughout the Edison region and surrounding community through application of skills and standards students are learning toward mastery and 21st century readiness.
- 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 lunchtime supervision duty around the basketball courts and locker room(s) to increase student safety on campus.
- Continuing to fund an additional Noontime Assistant (NTA) position for morning supervision duty around the basketball courts and locker room(s) to increase student safety on campus.
- Providing supplemental contracts/extra pay for teachers to provide training, answer questions, etc. at scheduled parent drop-in (technology) sessions
- Providing translation services

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

- Continuous monitoring
- FUSD Climate/Culture Survey

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

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

Describe Professional Learning related to this action:

- Front Office around various methods of communication used (including social media)
- PL towards STEM/CTE

2020-2021 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
G4A1	Sup & Conc	Instruction	Mat & Supp			: Week of Welcome, On-boarding, Web, etc.	3,500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials for students in need of items to be able to attend and remain in school.	1,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Split between 3010-0810 and 7090-0100	25,714.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Computech Student Gear : Lanyards, etc.	4,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	3,000.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Outreach for parent drop ins and meetings outside of working day.	6,101.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Daycare/Parent Meetings *No Food, No Incentives	1,875.00
G4A3	Sup & Conc	Instruction	Mat & Supp			Signage for expectations	5,000.00
G4A3	Sup & Conc	Instruction	Direct-Graph			Graphics for signage, banners, flyers, etc.	2,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Volunteer Lunches (SSC, ELAC, etc.)	839.00
G4A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Noontime Supplemental for additional hours for events and activities support.	3,785.00
G4A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Campus Safety funding to be an 8 hour position	15,583.00
G4A3	LCFF: EL	Parent Participation	Cls Sup-Ovr			Translation Services	381.00

\$72,778.00

2020-2021 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-Attendance to PL and cost of PL)	5,072.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Lab Upkeep and Technology related to magnet in support of student achievement.	7,988.00
G1A1	Sup & Conc	Instruction	Direct Trans			Forensics \$1,000 and Zoo Trip Transportation \$1,500	2,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Assessment and Communication Software (QUIA, Khan, Nearpod, Brain Pop, etc.)	5,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Staff Determined budget in support of all students.	55,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Computech Experiences - Simulations, etc.	2,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel and Conferences	4,000.00
G1A3	Title 1 Basic	Instruction	Travel			Travel and Conference	4,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts ILT, C&C, Teacher Planning	3,661.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Staff Meetings/Visitors PO's, Materials, Supplies, Food	3,700.00
G1A3	Sup & Conc	Instruction	Direct-Graph			: Graphics for staff guides/flyers/posters	1,000.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning Time	3,043.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Incentives, Awards, Recognition, Tiger of the Month, etc.	3,800.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Blackbeards and other incentives	4,000.00
G1A4	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.2500	Support for eligibility and intervention.	15,006.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Aquatics	8,540.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for TOT, Science Olympiad, etc.	7,319.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Aquatics	1,000.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Lab UpKeep and Technology related to magnet in support of student achievement.	16,173.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Week of Welcome, On-boarding, Web, etc.	3,500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials for students in need of items to be able to attend and remain in school.	1,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Split between 3010-0810 and 7090-0100	25,714.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Computech Student Gear : Lanyards, etc.	4,000.00
G4A2	Sup & Conc	Instruction	Direct-Maint			Maintenance	3,000.00
G4A3	Title 1 Basic	Instruction	Teacher-Supp			Outreach for parent drop ins and meetings outside of working day.	6,101.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Daycare/Parent Meetings *No Food, No Incentives	1,875.00
G4A3	Sup & Conc	Instruction	Mat & Supp			Signage for expectations	5,000.00
G4A3	Sup & Conc	Instruction	Direct-Graph			Graphics for signage, banners, flyers, etc.	2,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Volunteer Lunches (SSC, ELAC, etc.)	839.00

G4A3	Sup & Conc	Other Pupil Services	Oth Cls-Supp		Noontime Supplemental for additional hours for events and activities support.	3,785.00
G4A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500 Campus Safety funding to be an 8 hour position	15,583.00
G4A3	LCFF: EL	Parent Participation	Cls Sup-Ovr		Translation Services	381.00
						\$226,080.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,250.00
Sup & Conc	7090	\$169,449.00
LCFF: EL	7091	\$381.00
Grand Total		\$226,080.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$120,270.00
G2 - All students will engage in arts, activities, and athletics	\$16,859.00
G3 - All students will demonstrate the character and competencies for workplace success	\$16,173.00
G4 - All students will stay in school on target to graduate	\$72,778.00
Grand Total	\$226,080.00