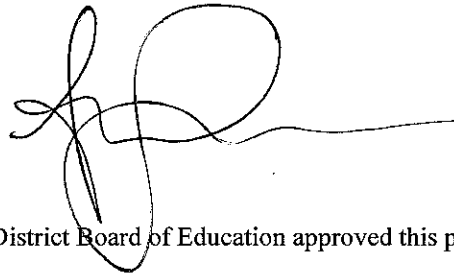


Computech Middle School

10621666103840

Principal's Name: Dr. Andrew James Scherrer

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	1/17	72.94 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	EL Redesignation	4- LTEL Redesignation Rate	4774	Number and percentage of Long Term English Learner students redesignated	1/17	100 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	2/17	0.38 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
					Number and percentage of TK-12th grade students who were chronically		

<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	3- Attendance Growth	5959	absent at the end of previous semester who are no longer chronically absent in the current semester	16/17	7.41 %
<input checked="" type="checkbox"/>	Middle	Suspension	3- Appropriate Behavior Intervention	6282	Number and percentage of 7-8th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio admin entry or SESS contact	13/17	26.32 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	14/17	%
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	10/17	86.84 %
<input checked="" type="checkbox"/>	Middle	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	6/10	13.89 %

Instructional Superintendent Approval : No Yes | Approval Date :

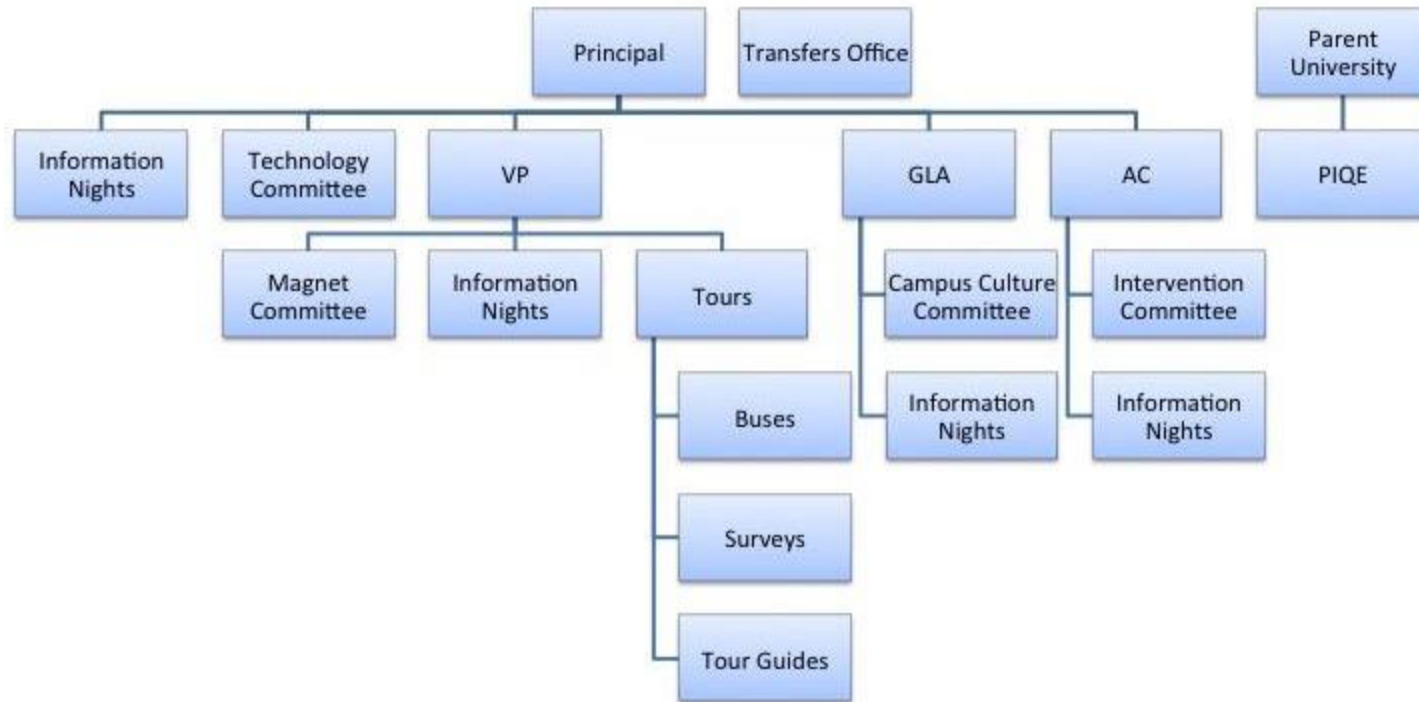
[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 1 Magnetism / Matriculation</p>	<p><i>Detail the action: The following will be implemented, created, organized, and communicated to all stakeholders toward increased school Magnetism/Matriculation procedures through action steps to include, but not be limited to:</i></p> <ul style="list-style-type: none"> ● Providing equity and access to all application and matriculation procedures by making the campus accessible within the context of the school day via school group tours to all 6th grade students currently enrolled in a Fresno Unified School District Elementary School. ● Making the campus accessible to students throughout the City of Fresno and surrounding areas by way of individually requested and scheduled tours. ● Making the campus accessible and welcoming to all students throughout the City of Fresno and surrounding areas through the use of student tour guides, docents and explicit signage. ● Communicating the “Pursue Excellence” mantra 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. ● Utilizing input from staff based committees focused on continuing to increase the “magnetism” of the Computech program including the following: <ul style="list-style-type: none"> ○ Tiger Technology Committee focused on increasing interest and achievement in the areas of BYOD, technology use, understanding of technology, and equity of availability and access. ○ Campus Culture Committee focused on increasing feelings of belonging, sense of community, interest in the program, as well as general feelings of security and safety. ○ Magnet Committee focused on aligning matriculation procedures, effectiveness and achievement in elective offerings, and interest in the program. ○ Academic Intervention Committee focused on increasing and sustaining academic and behavioral achievement. 		

<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> ● AP/IB 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● N/A 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● 1,500+ applicants ● Number and type of responses to the feedback survey 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ● Parent University ● PIQE
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● By December 1, 2016 a diverse and representative group of over 1,500 incoming 7th grade applicants for the 2017-2018 academic year that largely reflects the diversity in Fresno Unified School District, the City of Fresno and Fresno County will have visited and applied to Computech from all 67+ elementary feeder schools. ● By November 30, 2016 80% of incoming 7th grade applicants, their chaperones, and other involved parties will have completed the Tiger Tour Feedback Survey. ● By the end of the first semester, Computech committees will record survey feedback in a START, STOP, KEEP graphic organizer, and use those responses to alter, solidify, and/or adapt school group tour design toward improving the 2018-2019 magnetism/matriculation process and SPSA development. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i></p> <ul style="list-style-type: none"> ● Transfer Office data ● Tour Survey Data ● Number of site visitations by November 1, 2016 ● Number of parents/community members present at information nights as indicated by sign in sheets ● Number of parents/ community members responding to the Future Tiger Information Night Feedback Survey after attending one of the informational nights within a 24 hour time frame ● Number of applicants by the December 1, 2016 application deadline ● The number of STEM/CTE classes available and interest in STEM/CTE courses as indicated by incoming 7th grade registration nights (Master scheduling) ● PIQE (or other parent group) participation ● Tiger Tour feedback surveys from all stakeholders: <ul style="list-style-type: none"> ○ Student survey (enrichment, STEM, CTE, etc.) ○ Parent survey 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ● Transfers Office ● Principal ● VP ● GLA ● AC ● STEM/CTE teachers ● Committee(s) and leads ● Office Assistant ● Front Office Staff 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> ● Site Matriculation <ul style="list-style-type: none"> ○ Tours throughout October 2016 ○ Surveys collected/closed by November 30, 2016 ○ Applications by December 1, 2016 	

- *Teacher/chaperone survey*
- *Tour Guide survey*
- *Exit surveys completed by 8th graders (and drops when applicable)*



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

- *Parent volunteers for October Elementary School visits, and Future Tiger Information Night(s)*
- *Parent survey regarding both entrance and exit counseling for future matriculation/STEM needs.*
- *Parent University*
- *PIQE*

Describe related professional learning:

- *Office staff professional learning on elements of data collection and communication:*
 - *Google Forms*
 - *Google Sheets*
 - *Matriculation procedures (call in question/answer)*
 - *Appropriate contacts for school directory, transfer information, and transportation*
- *Committee meetings through 54 hours of PL led by administrative team*
- *Flex PD towards STEM/CTE through 54 hours of PL facilitated by administrative team*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:

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

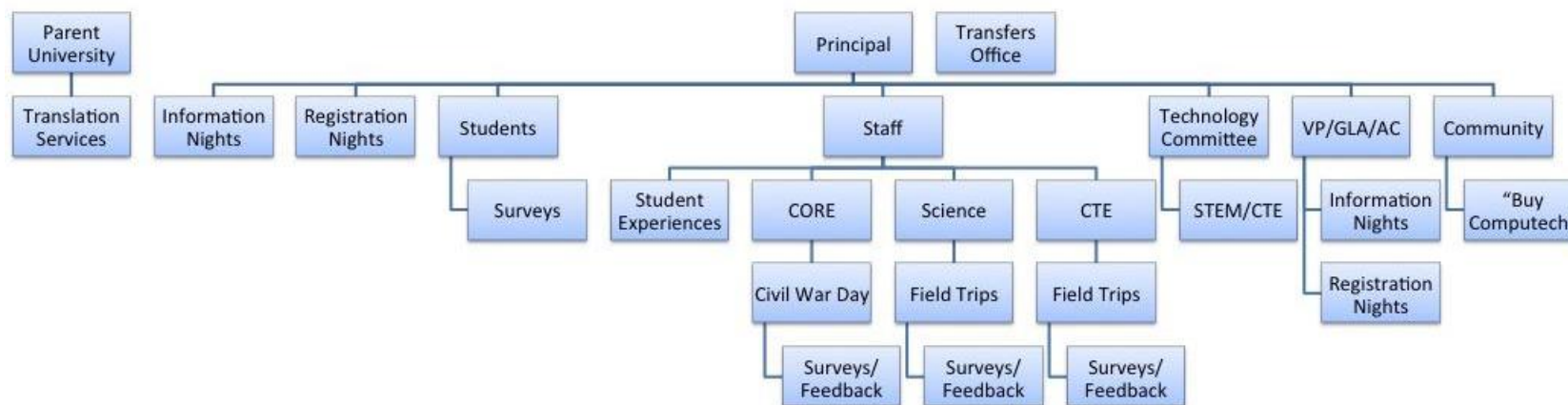
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	8	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Assistant, School Office	0.2500			11,903
1	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Committee Leads	6,000

1	3	Sup & Conc	Instruction	Direct Transportation (Dr)				6th Grade Tours / Buses	7,000
								Total	\$24,903

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<p>Action # 2 Magnetism / STEM & CTE</p>	<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward increased school Magnetism and STEM/CTE procedures through action steps to include but not be limited to:</i></p> <ul style="list-style-type: none"> ● Increasing the “magnetism” of the Computech STEM/CTE program through expansion of current STEM/CTE program into a STEM/CTE lab. ● Creating the Computech Stem/CTE Maker Space and STEM Lab toward greater STEM/CTE understanding, application, and appreciation further increasing academic achievement through application activities. ● Increasing the “magnetism” of the Computech STEM/CTE program through the adoption of a new logo reflective of the STEM/CTE focus. ● Increasing the “magnetism” of the Computech STEM/CTE program through deliberate actions to create a Computech “brand.” ● Beginning a “Buy Computech” initiative through collection of Edison Region affiliated private businesses and services, including but not limited to school produced STEM/CTE products (screen printing, laser cut wood, 3D printed designs, pamphlets, etc.) in order to further connect the surrounding area as well as broader community and students to STEM/CTE/21st Century college and career readiness. ● Planning and providing field trips and activities toward greater STEM understanding, application, and appreciation further increasing academic achievement through application activities. Field trips, activities and student experiences to include but not be limited to: <ul style="list-style-type: none"> ○ 7th Grade Zoo Trip ○ 8th Grade Playland Trip ○ Civil War Day ○ Student Experiences 		

<ul style="list-style-type: none"> ● Planning and providing field trips and activities toward connecting STEM/CTE to all curricular areas, and the surrounding community; further increasing academic achievement through application activities. <i>Field trips, activities and student experiences to include but not be limited to:</i> <ul style="list-style-type: none"> ○ 7th Grade Zoo Trip ○ 8th Grade Playland Trip ○ Civil War Day ○ Student Experiences 			
SQII Element/Data: <ul style="list-style-type: none"> ● AP/IB ● CTE 	SQII Sub-element(s): <ul style="list-style-type: none"> ● SQII 6344 	Site Growth Target: <ul style="list-style-type: none"> ● 1,500+ applicants ● Number and type of responses to the feedback survey 	Vendor (contracted services) <ul style="list-style-type: none"> ● FUSD Transportation ● Fresno Chaffee Zoo ● Playland
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● By December 1, 2016 a diverse and representative group of over 1,500 incoming 7th grade applicants for the 2016-2017 academic year that largely reflects the diversity in Fresno Unified School District, the City of Fresno and Fresno County will have visited and applied to Computech from all 67+ elementary feeder schools having been attracted by the STEM/CTE nature of the Computech program as identified through student and parent surveys. ● By the end of the 2016-2017 school year, student exit surveys will indicate that over 80% of students indicated STEM/CTE related field trips, events, and activities were identified as positive aspects and reasons for attending Computech. 			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> ● Transfer Office Data ● Tour Survey Data ● Parent surveys from Parent University, Future Tiger Information and Registration Nights, and “Buy Computech” Initiative ● Student surveys from experiences and field trips ● Tiger Technology Committee feedback from staff/students ● Application numbers from Transfers Office 		Owner(s) <ul style="list-style-type: none"> ● Principal ● Transfers Office ● Parent University ● Staff <ul style="list-style-type: none"> ○ CORE ○ Science ○ CTE 	Timeline <ul style="list-style-type: none"> ● Registration Nights in April/May ● Site Matriculation <ul style="list-style-type: none"> ○ Tours throughout October 2016 ○ Surveys collected/closed

<ul style="list-style-type: none"> • <i>Staff surveys</i> 	<ul style="list-style-type: none"> • <i>Tiger Tech Committee</i> • <i>VP</i> • <i>GLA</i> • <i>AC</i> 	<ul style="list-style-type: none"> ○ <i>by November 30, 2016</i> ○ <i>Applications by December 1, 2016</i>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Chaperones/Volunteers for experiences and field trips*
- *Training(s) for chaperones/volunteers*
- *Attendance at technology training options provided by Computech staff members (Action #3)*
- *Parent University*
- *PIQE*
- *Parent survey regarding both entrance and exit counseling for future STEM/CTE needs*

Describe related professional learning:

- *ACs through 54 hours PL facilitated by administrative team*
- *Flex PD towards STEM/CTE through 54 hours of PL facilitated by administrative team*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Student/Staff Training on STEM/CTE*
- *WEB/Student Leadership*
- *Technology for students*
- *Materials for STEM/CTE programs for students*
- *Transportation and communication toward future students*
- *Translation services provided through Parent University for Future Tiger Information Nights, Registration Nights, Feedback Surveys etc.*

Specify additional targeted actions for EL students:

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

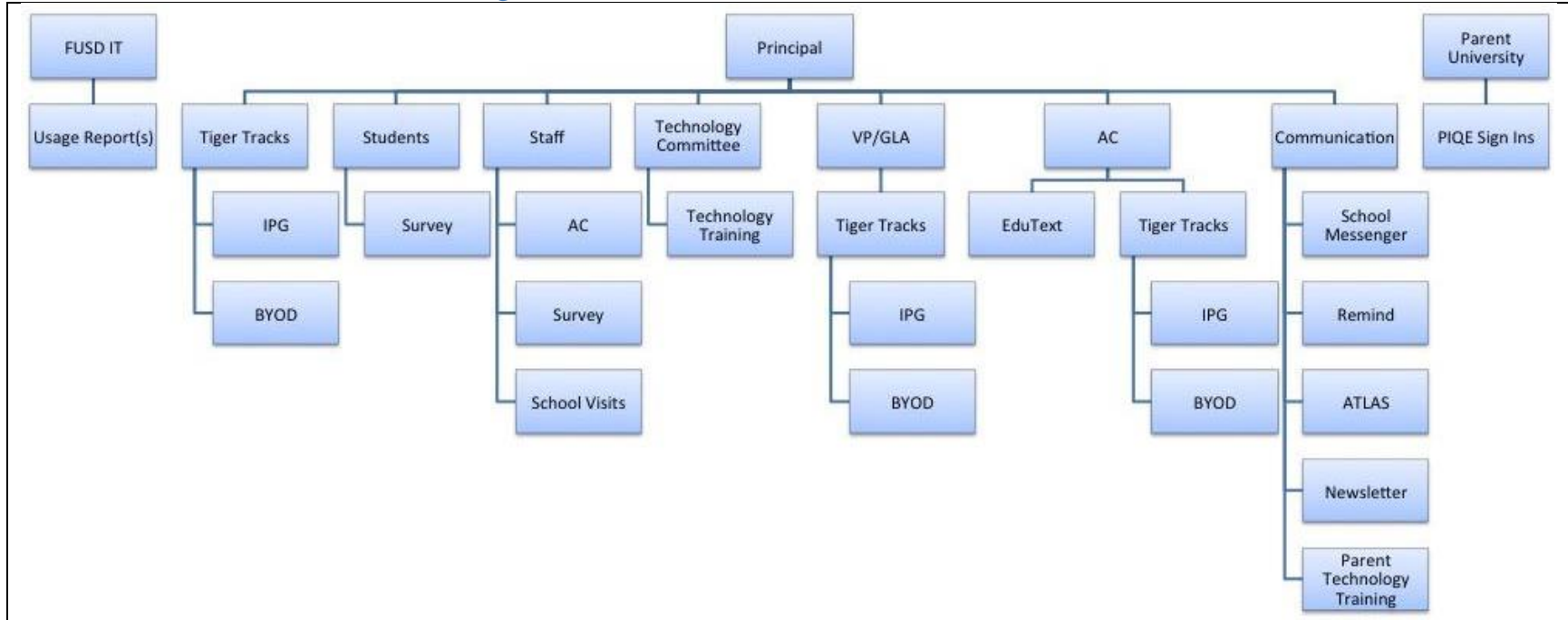
Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	3	Sup & Conc	Instruction	Materials & Supplies				Zoo Trip, 8th Grade Trip, Civil War Day, Student Experiences	3,000
2	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Zoo Trip, 8th Grade Trip, Civil War Day, Student Experiences	7,000
								Total	\$10,000

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3		<i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward Technology and BYOD at Computech through action steps to include but not be limited to:</i>		

<h2>Technology & BYOD</h2>	<ul style="list-style-type: none"> • <i>Providing in-house technology training for staff and parents toward greater use of technology increasing communication, feedback, effectiveness of lessons, increased academic achievement.</i> • <i>Attending conferences toward technology infusion (for example, CUE Conference) and increased academic achievement through technology infusion.</i> • <i>Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of meaningful technology infusion into their curriculum through identified best practices on the Instructional Practices Guide (IPG) and Tiger Tracks.</i> • <i>Purchasing an assorted variety of both assessment and non-assessment oriented software(s) toward increased formative and summative assessment, and more focused data toward interventions for students.</i> • <i>Purchasing an assorted variety of hardware(s) toward increased STEM/CTE/technology usage and academic levels for the 21st Century College and Career Readiness toward increased formative and summative assessment, and more focused data toward interventions for students.</i> • <i>Creating an 8-hour Office Assistant position to assist in increasing communication and running ATLAS reports for parent/student information through adding 2 hours to the 6-hour status quo office assistant position.</i> 		
<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> • CTE • SBAC ELA • SBAC Math 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • N/A 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> • 80% of drop-in visits indicate effective use of tech/BYOD (Tiger Tracks) • Decrease in habitual checkouts (# needed) 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • Quia • Vimeo • Reading Counts (Scholastic) • Safe and Civil Schools • Parent University • PIQE
<p><input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> • <i>By the end of the 2016-2017 academic year, Tiger Tracks data will show that 80% of drop-in visits indicate effective use of technology/BYOD determined by authentic engagement.</i> • <i>By the end of the 2016-2017 academic year, Library usage data and ATLAS reports will show an overall decrease in habitual checkout trend data while indicating an increase (or plateau) in ATLAS device usage.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal 	<p><i>Timeline</i></p>

<ul style="list-style-type: none"> ● <i>Tiger Tracks regarding effective BYOD/Technology Use</i> ● <i>Instructional Practice Guide (IPG) (embedded in Tiger Tracks)</i> ● <i>Library usage data (single versus habitual; trend data)</i> ● <i>PD Feedback</i> ● <i>Flex PD Feedback</i> ● <i>Individual assessment software reports/analytics</i> ● <i>Student Survey data</i> ● <i>Teacher survey data</i> ● <i>Student survey data</i> ● <i>Hardware and software usage and utility reports</i> ● <i>Observational data from classroom visits to showcase utility of BYOD</i> ● <i>Monitored parent involvement through (but not limited to):</i> <ul style="list-style-type: none"> ○ <i>ATLAS</i> ○ <i>EduText</i> ○ <i>Remind</i> ○ <i>SchoolMessenger</i> ○ <i>Principal’s Newsletter (MailChimp)</i> ○ <i>Website traffic data</i> ○ <i>Sign in sheets from PIQE/Trainings</i> ● <i>Technology Training</i> ● <i>CUE (Technology) conference</i> ● <i>BYOD/Technology school visitations of CA schools/school districts</i> ● <i>Hardware/software use and utility</i> ● <i>Staff professional development around software and hardware</i> ● <i>Accountable community feedback, discussion and observation.</i> 	<ul style="list-style-type: none"> ● <i>VP</i> ● <i>AC</i> ● <i>Office Assistant</i> ● <i>Office Manager</i> ● <i>Tiger Tech Committee</i> ● <i>Computer/CTE Teachers</i> ● <i>Staff</i> 	<ul style="list-style-type: none"> ● <i>Technology trainings will be recorded in early 2016, and accessible through staff website yearlong.</i> ● <i>Remind (as needed)</i> ● <i>SchoolMessenger (Sundays)</i> ● <i>Principal’s Newsletter (staff on Sundays, parents Quarterly)</i> ● <i>Trainings as needed</i> ● <i>AC and Tiger Tracks weekly</i>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

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

Describe related professional learning:

- *Office Assistant*
 - *Reports (D/F, One F, Fallers/Flyers, Students of Concern, Engagement, etc.)*
 - *Eligibility List(s) (Jeanius Day, Honor, Athletic, Dance, Activity, etc.)*
 - *Progress Reports*

- *Whole staff PL through 54 led by administrative team*
- *Whole staff PL through 54 hours led by identified teacher leaders*
- *Staff*
 - *BYOD Use*
 - *Technology Interventions (Summer)*
 - *Google Classroom*
 - *Technology-related Discipline Referrals*
 - *Proactive Responses (Restorative Practices, Safe and Civil)*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *BYOD for all students through:*
 - *Bringing their own from home*
 - *Checking one out from the library*
 - *Daily*
 - *On a long term basis*
- *Technology learned and used by all students*
- *7th grade required Computers class*
- *8th grade required technology based elective*

Specify additional targeted actions for EL students:

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				BYOD Devices, Lab Upkeep, Keyboards, Mice	15,000
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				BYOD Devices	2,500
Total									\$17,500

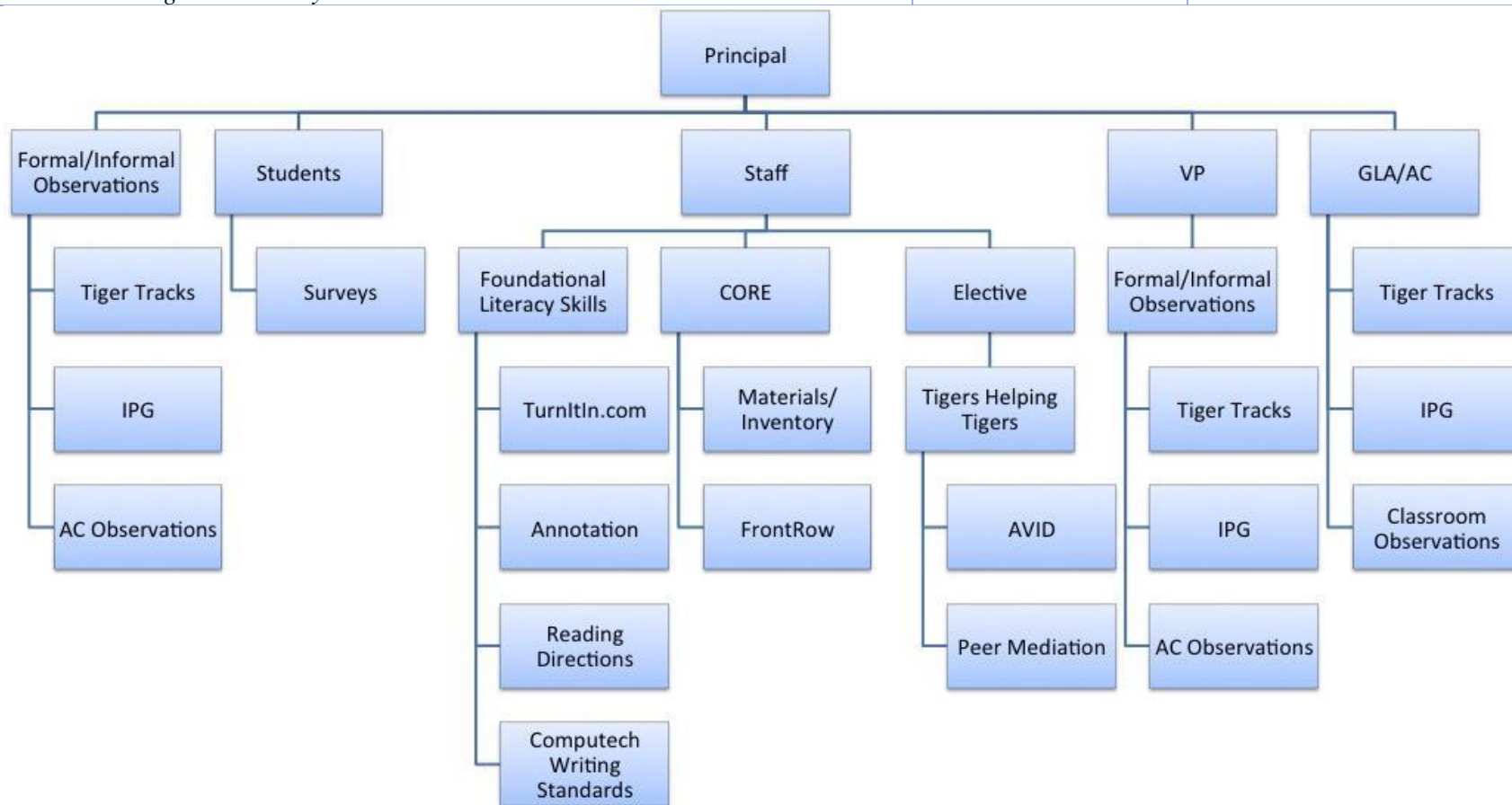
Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4 Literacy		<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward increased content specific literacy through action steps to include but not be limited to:</i></p> <ul style="list-style-type: none"> ● <i>Purchasing a site license of TurnItIn toward decreased teacher time on quotation, plagiarism, and comparative analysis from student to student and in increased time on feedback, instruction, and intervention:</i> <ul style="list-style-type: none"> ○ <i>Increased on-demand/cold writing to increase student achievement in writing standards</i> ○ <i>Increased research-based writing to increased writing and research achievement</i> ○ <i>Increased complex text, task, talk to increase literacy achievement</i> ● <i>Purchasing a site license of Reading Counts through Scholastic toward increased independent reading and increased reading comprehension.</i> ● <i>Increasing purchases of CORE materials and supplies toward greater access and achievement.</i> ● <i>Providing professional development around high impact school wide strategies:</i> <ul style="list-style-type: none"> ○ <i>Annotation strategies for increased achievement on complex texts</i> ○ <i>Reading directions for increased achievement on complex texts/directions</i> ○ <i>Computech Writing Standards for increased achievement in writing/reading standards</i> ○ <i>Interactive notebooks for increased literacy in non-ELA classrooms</i> ● <i>Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as</i> 		

		<p>well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting</p> <ul style="list-style-type: none"> ○ AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships 			
<p>SQII Element/Data:</p> <ul style="list-style-type: none"> ● SBAC ELA <ul style="list-style-type: none"> ○ Subgroups (African American and Asian) ○ Overall 	<p>SQII Sub-element(s):</p> <ul style="list-style-type: none"> ● SQII 6142 ● SQII 5926 ● SQII 5997 ● SQII 3739 ● DRP Data (SQII 3898 & 3788) 	<p>Site Growth Target:</p> <ul style="list-style-type: none"> ● Overall (92% to (95%)) ● African American and Asian Subgroups (83% and 89%) to (86% and 92%) ● Increased Reading Counts participation and words read (497 students) 	<p>Vendor (contracted services)</p> <ul style="list-style-type: none"> ● TurnItIn.com ● Reading Counts (Scholastic) ● AVID ● Class Meetings That Matter ● OLWEUS/Second Step ● WEB Leader Curriculum ● Mediator Mentors ● Restorative Practices ● Doug Knoll ● Safe and Civil Schools ● Parent University ● PIQE 		
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p>Reasoning:</p> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context			
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> ● By the end of each quarter in the 2016-2017 academic year (October 7, December 16, March 17 and June 8), Tiger Tracks/IPG data will show 5% increases in elements surrounding literacy (complex texts, tasks, and talk) in all classrooms. ● By the end of the 2016-2017 academic year, Tiger Tracks/IPG data will show an over increase of 20% in elements surrounding literacy (complex texts, tasks and talk) in all classrooms. ● By the end of the 2016-2017 academic year, CAASPP proficiency data will indicate a 95% ELA proficiency school wide. 					
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> ● Tiger Tracks Analytics ● Instructional Practice Guide (embedded in Tiger Tracks) Analytics ● Observation data from classroom visits. 		<p>Owner(s)</p> <ul style="list-style-type: none"> ● Principal ● Students ● Staff ● VP 	<p>Timeline</p> <ul style="list-style-type: none"> ● Tiger Tracks/IPG weekly by admin/ILT ● Weekly classroom visits 		

- *Accountable community feedback, discussion, and observation.*
- *TurnItIn.com analytics (use, improvement, etc.)*
- *Eligibility List(s)*
- *Reading Counts analytics*

- *GLA*
- *CORE*
- *ILT*

- *AC per calendar*
- *Quarterly Tiger Tracks/IPG reports*



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

- *Use of ATLAS toward understanding and following student progress*

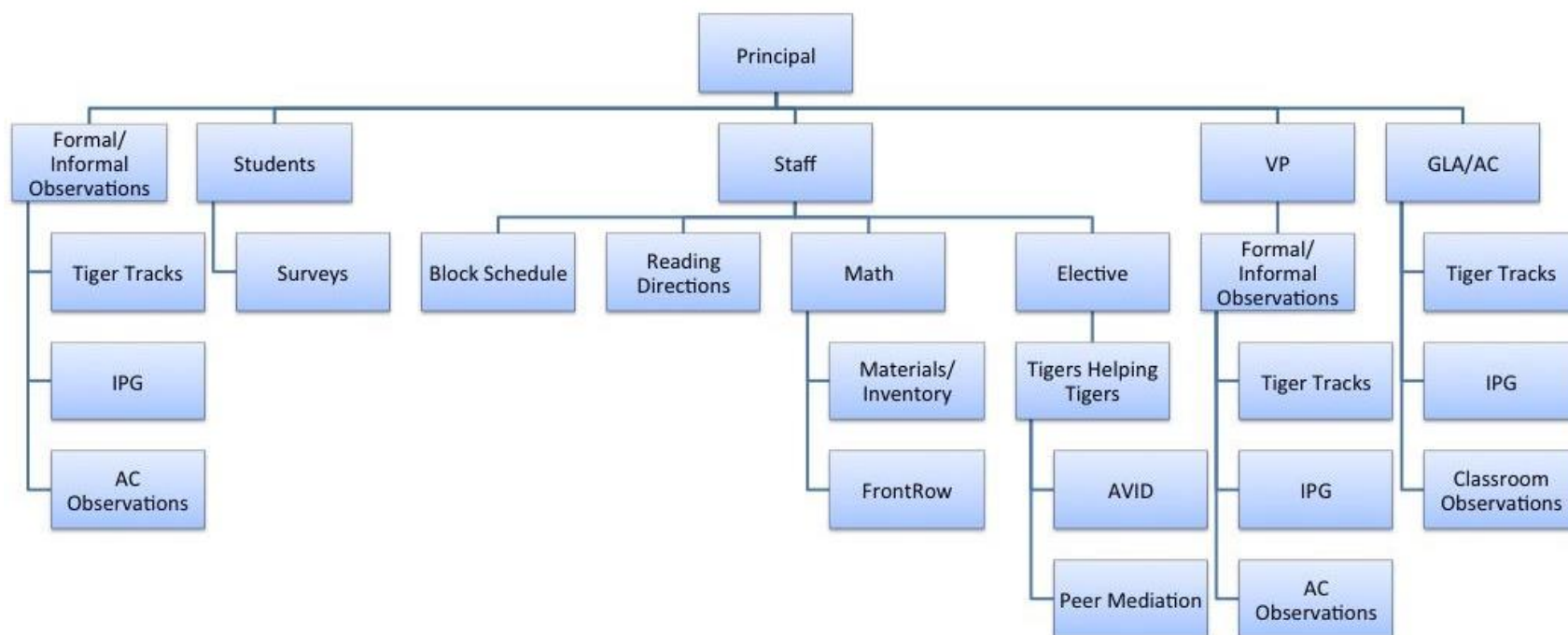
<ul style="list-style-type: none"> ● SST, 504, IEP, etc. meetings for focused student intervention and support ● School Site Council ● Parent Teacher Student Organization (PTSO) ● Open House/Registration Night(s) ● Parent volunteering opportunities 									
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ● Instructional Rounds (weekly) <ul style="list-style-type: none"> ○ Administrative Team ○ Instructional Leadership Team ○ Accountable Community members with common prep ● AC PL through the use of 54 hours led by administrative team ● Flex PD through the use of 54 hours facilitated by administrative team ● Professional Development in TurnItIn (summer/BuyBack/54 hours) facilitated by administrative team ● Professional Development in Reading Counts (summer/BuyBack/54 hours) facilitated by administrative team 									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ● BYOD provides access to EL students including but not limited to tools for translation ● TurnItIn.com provides further feedback for writing ● Reading Counts allows for different leveled reading comprehension for students to own their own placement/words read ● Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc. 									
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> ● English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech’s EL Team. ● BYOD provides access to EL students including but not limited to tools for translation ● TurnItIn.com provides further feedback for writing ● Reading Counts allows for different leveled reading comprehension for students to own their own placement/words read ● WEB Leaders ● Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc. ● Translation services provided through Parent University for parent technology training toward student usage of technology and literacy 									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget

4	1	Sup & Conc	Instruction	Books & Other Reference				Software for Literacy/ELA Academic Assessment/Intervention; TurnItIn.com	4,875
4	1	Title 1 Basic	Instruction	Books & Other Reference				Reading Counts (Scholastic)	500
4	1	Sup & Conc	Instruction	Materials & Supplies				Content area/subject area materials and supplies as outlined in the 16-17 SPSA (CORE)	2,000
								Total	\$7,375

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates	
Action # 5 Mathematics	<p><i>Detail the action: The following actions will be implemented, created, organized, and communicated to all stakeholders toward a focused increased in mathematics achievement through action steps to include but not be limited to”</i></p> <ul style="list-style-type: none"> ● <i>Changing of the bell schedule to include full block on Tuesdays/Wednesdays to allow for focused intervention toward greater achievement in all classes; specifically mathematics.</i> ● <i>Utilizing FrontRow software accessibility as part of focused intervention for accelerated mathematics classes in 7th grade in order to create and sustain high academic achievement.</i> ● <i>Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting</i> <ul style="list-style-type: none"> ○ <i>AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships</i> 				
	SQII Element/Data:		SQII Sub-element(s):		Site Growth Target:

<ul style="list-style-type: none"> ● SBAC Math <ul style="list-style-type: none"> ○ Subgroups (African American) ○ Overall 	<ul style="list-style-type: none"> ● SQII 6160 ● SQII 6169 ● SQII 5998 ● SQII 3942 	<ul style="list-style-type: none"> ● Overall (73% to (80%) ● Lowest Subgroup/African American (61% to (68%) 	<ul style="list-style-type: none"> ● FrontRow ● AVID ● Class Meetings That Matter ● OLWEUS/Second Step ● WEB Leader Curriculum ● Mediator Mentors ● Restorative Practices ● Doug Knoll ● Safe and Civil Schools ● Parent University ● PIQE
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> ● By the end of the 2016-2017 school year, CAASPP proficiency data will indicate 80% or above of students will be considered at or above grade level proficiency for mathematics. ● By the end of each quarter in the 2016-2017 academic year, (October 7, December 16, March 17 and June 8), SQII data (3942) will indicate 25% or less of students getting a D/F in their current math class will be students whom had D/F in their previous year's math class. 			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> ● Tiger Tracks Analytics ● Instructional Practice Guide (embedded in Tiger Tracks) Analytics ● Observation data from classroom visits. ● Accountable community feedback, discussion, and observation. ● FrontRow analytics (use, improvement, etc.) ● Eligibility List(s) 	<p>Owner(s)</p> <ul style="list-style-type: none"> ● Principal ● AC ● GLA ● Math AC ● ILT ● VP ● Staff 	<p>Timeline</p> <ul style="list-style-type: none"> ● Tiger Tracks/IPG weekly but admin/ILT ● Weekly classroom visits ● AC meetings per site instructional calendar (Staff Handbook) 	

- Quarterly Tiger Tracks, IPG Reports



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

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

Describe related professional learning:

- Instructional Rounds (weekly)
- Flex PD through 54 hours facilitated by administrative team

<ul style="list-style-type: none"> Professional Development in FrontRow (Summer/BuyBack/54 hours) facilitated by administrative team ACs through 54 hours PL facilitated by administrative team
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> BYOD provides access to EL students including but not limited to tools for translation FrontRow provides targeted academic intervention <p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech’s EL Team. BYOD provides access to EL students including but not limited to tools for translation FrontRow provides targeted academic intervention WEB Leaders Tiger Academic Assessment meetings (1-1) with a member of administrative team, peer, teacher/staff mentor, etc. Translation services provided through Parent University for parent technology training toward student usage of technology and Math intervention

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Books & Other Reference				Software for Math Academic Assessment/Intervention; FrontRow	4,050
								Total	\$4,050

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6 Curriculum		<p>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward increased access, achievement, understanding, and learning for staff and students through action steps to include but not be limited to:</p> <ul style="list-style-type: none"> Visiting BYOD/STEM/CTE oriented schools/school districts in order to observe and collect best practices toward increasing opportunity, access, and achievement. 		

**&
Instruction**

- *Purchasing license(s) for assessment and intervention software(s) in classes for **faster and more focused feedback on the standards toward increased intervention and achievement for all students.***
- *Providing substitute teachers as well as travel/transportation for professional development opportunities for increased learning for staff and, in turn, **better strategies and pedagogy toward increased student understanding and achievement.***
- *Scheduling and providing (4) hours of supplemental pay per teacher, to be confirmed at the start of the school year in order to provide more focused planning around student data to **increase intervention and achievement for all students.***
- *Investing in a one-time purchase of (35) Spheros for integration into the Robotics portion of the Elective Wheel for **increased interest and achievement in 21st Century careers.***
- *Purchasing replacement projector/projector bulbs for instruction toward **multiple modes of learning and increased understanding and achievement.***
- *Investing in Quia Assessment site license for formative/summative assessments and analytics toward more **focused intervention and achievement.***
- *Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting*
 - *AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward **increased achievement and relationships***
- *Providing focused budgeting in all areas of the curriculum not outlined elsewhere in the SPSA (Literacy and Mathematics), and in support of elective and core curricular offerings both new and ongoing that work toward **greater interest, participation, and achievement in STEM and 21st Century College and Career oriented classes:***

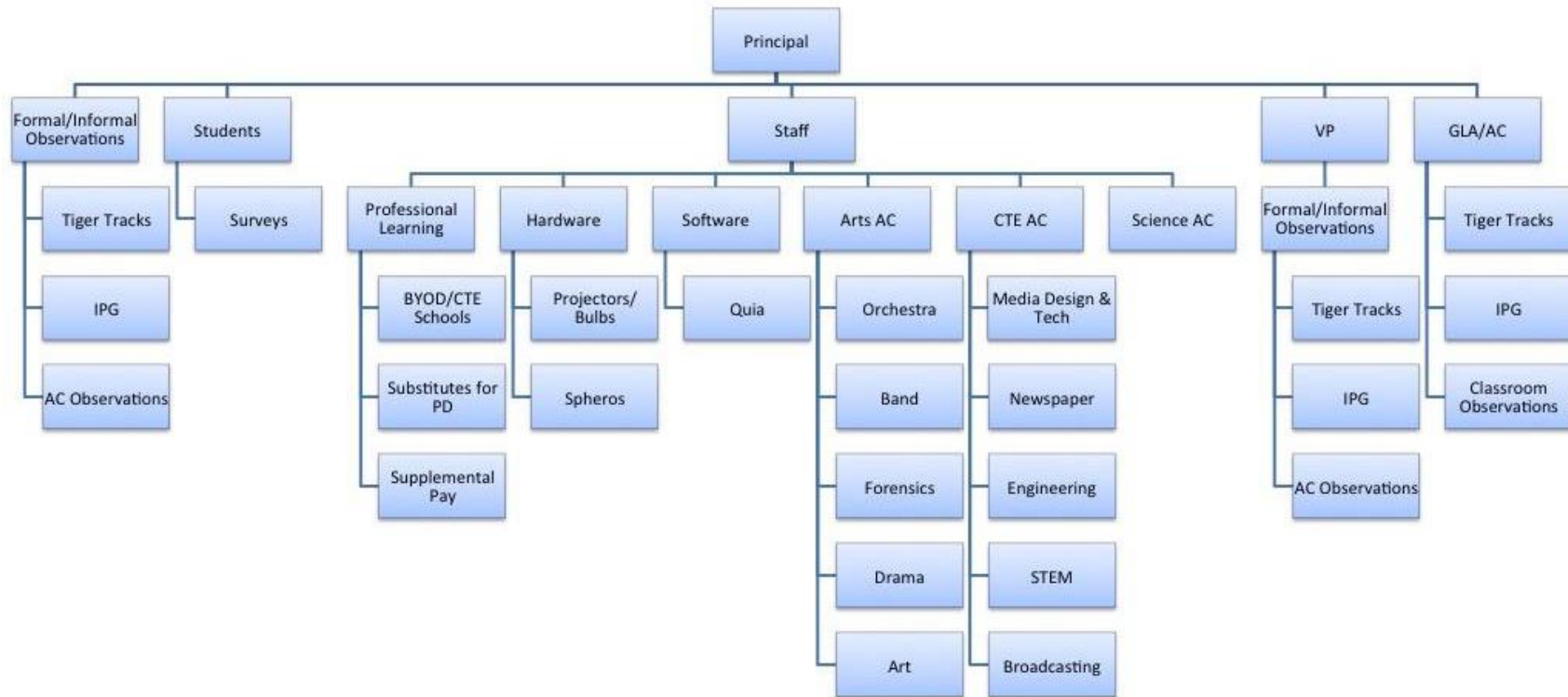
<i>Orchestra</i>	<i>\$500.00</i>
<i>Band</i>	<i>\$2,000.00</i>
<i>Forensics</i>	<i>\$1,000.00</i>
<i>Drama</i>	<i>\$4,000.00</i>
<i>Multimedia Design & Technology</i>	<i>\$875.00</i>
<i>Art</i>	<i>\$2,000.00</i>

		<table border="1"> <tr> <td>Newspaper</td> <td>\$100.00</td> </tr> <tr> <td>Physical Education</td> <td>\$2,900.00</td> </tr> <tr> <td>Engineering</td> <td>\$2,000.00</td> </tr> <tr> <td>Science</td> <td>\$1,000.00</td> </tr> <tr> <td>STEM Lab</td> <td>\$1,000.00</td> </tr> <tr> <td>Broadcasting</td> <td>\$750.00</td> </tr> </table>	Newspaper	\$100.00	Physical Education	\$2,900.00	Engineering	\$2,000.00	Science	\$1,000.00	STEM Lab	\$1,000.00	Broadcasting	\$750.00	
Newspaper	\$100.00														
Physical Education	\$2,900.00														
Engineering	\$2,000.00														
Science	\$1,000.00														
STEM Lab	\$1,000.00														
Broadcasting	\$750.00														
<p>SQII Element/Data:</p> <ul style="list-style-type: none"> ● SBAC/CAASPP ELA ● SBAC/CAASPP Math 	<p>SQII Sub-element(s):</p> <ul style="list-style-type: none"> ● SQII 6160 ● SQII 6169 ● SQII 5998 ● SQII 6142 ● SQII 5926 ● SQII 5997 	<p>Site Growth Target:</p> <ul style="list-style-type: none"> ● 5% increase per area of instruction per quarter ● 20% increase per area of instruction over the course of the academic school year 	<p>Vendor (contracted services)</p> <ul style="list-style-type: none"> ● Sphero ● Quia ● Turn It In ● Front Row ● AVID ● Safe and Civil ● Parent University ● PIQE 												
<input checked="" type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context													
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> ● At the end of the 2016-2017 academic year, quarterly reports (October 7, December 16, March 17 and June 8) from Tiger Tracks/IPG's weekly classroom visits as well as teacher and AC surveys throughout the 2016-2017 academic year will show 5% increase (each quarter) in all areas of instruction found on Tiger Tracks/IPG tool using the Quarter 1 information as a baseline for comparison. 															
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> ● Tiger Tracks ● Observational data from classroom visits ● Instructional Practice Guide (embedded in Tiger Tracks) ● AC Observations ● Staff survey(s) ● Student survey(s) 		<p>Owner(s)</p> <ul style="list-style-type: none"> ● Principal ● VP ● GLA ● AC ● CTE AC ● Arts AC ● Science AC 	<p>Timeline</p> <ul style="list-style-type: none"> ● Quarterly Progress Reports ● Tiger Tracks (including IPG) (weekly) ● AC Observations (weekly) 												

- Engagement(s) tool (for VAPA, etc.)
- Quia analytics

- Committee(s)

- Engagements (quarterly)



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

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

Describe related professional learning:

- *Instructional Rounds (weekly)*
- *Flex PD through 54 hours facilitated by administrative team*
- *Professional Development in FrontRow (Summer/BuyBack/54 hours) facilitated by administrative team*
- *Professional Development in TurnItIn (Summer/BuyBack/54 hours) facilitated by administrative team*
- *Professional Development in Reading Counts (Summer/BuyBack/54 hours) facilitated by administrative team*
- *ACs through 54 hours PL facilitated by administrative team*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):


- *Spheros as supplies/materials for wheel course*
- *Adopted curriculum*
- *Assessment software for formative/summative assessment*

Specify additional targeted actions for EL students:

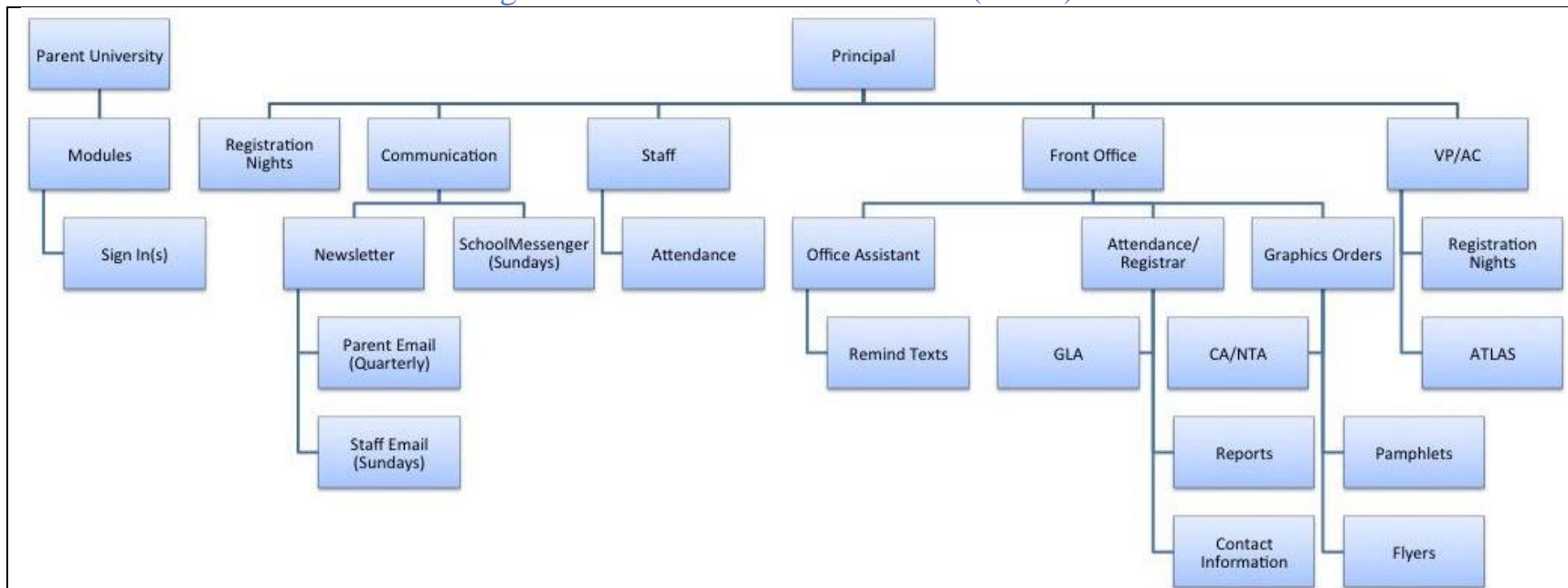
- *English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech’s EL Team.*
- *Hands on learning*
- *BYOD and software(s) allowing individualized homework and attention for students with specific needs*
-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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for Professional Development	1,500
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				(4) Hours of Supplemental Pay Per Teacher (Confirmed at the Start of the Year)	5,000
6	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Visit BYOD/CTE Campuses	2,500

								Content area/subject area materials and supplies as outlined in the 16-17 SPSA (i.e., Orchestra, Band, Forensics, Drama, Multimedia Design and Tech, Art, Newspaper, Phys Ed, Engineering, Science, STEM, and Broadcasting)	
6	1	Sup & Conc	Instruction	Materials & Supplies					18,125
6	1	Sup & Conc	Instruction	Materials & Supplies				Projector Needs; Bulbs	1,000
6	1	Sup & Conc	Instruction	Travel				Travel & Registration for CUE and Other Professional Development	3,500
6	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Robotics/STEM class set	3,500
6	1	Sup & Conc	Instruction	Non Capitalized Equipment				Robotics/STEM class set	3,500
6	1	Title 1 Basic	Instruction	Books & Other Reference				Software for Academic Assessment/Intervention	1,500
Total									\$40,125

Domain	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<h2>Action # 7 Attendance</h2>	<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward a focused increase in attendance for the school and identified sub-groups through actions steps to include but not be limited to:</i></p> <ul style="list-style-type: none"> ● <i>Holding regularly scheduled site based parent attendance conferences (i.e., alongside STEM oriented trainings) for greater understanding of importance and strategies for attending and being successful at Computech.</i> ● <i>Holding regularly scheduled site based parent attendance conferences with school personnel to increase accessibility and understanding of barriers to attendance at both school and Goal 2 activities.</i> ● <i>Creating a student oriented center for those that are feeling disengaged, disconnected from school staffed by a Social Emotional Paraeducator that will provide services and triage in order to help students (and parents) have a greater understanding of the importance and strategies for attending and being successful at Computech.</i> ● <i>Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting</i> <ul style="list-style-type: none"> ○ <i>AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships</i> ● <i>Increasing targeted communication measures including but not limited to:</i> <ul style="list-style-type: none"> ○ <i>Principal’s Quarterly Digital Newsletter</i> ○ <i>Text messages through Remind</i> ○ <i>School Messenger (Sundays)</i> ○ <i>A2A Conferences</i> 		
	<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> ● <i>Chronic Absenteeism</i> 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● <i>SQII 5942</i> ● <i>SQII 6330</i> ● <i>SQII 5959</i> ● <i>SQII 5963</i> 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● <i>SQII 5959 from 7.41% to 15%</i> ● <i>SQII 5957 from 22.08% to 80%</i>

	<ul style="list-style-type: none"> ● <i>SQII 5957 (chronic absent and documented intervention)</i> 		
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● <i>By the end of the first semester in the 2016-2017 academic year, the percentage of students considered chronically absent at the end of previous semester that are no longer chronically absent will be 15% or higher as indicated by SQII 5959.</i> ● <i>By the end of the first semester in the 2016-2017 academic year, the percentage of students considered chronically absent and have recorded interventions will be above 80%.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> ● <i>Parent Sign-in sheets</i> ● <i>Parent Survey Response (PIQE)</i> ● <i>Attendance records and reports</i> ● <i>ATLAS reports</i> ● <i>Communication metrics and reports (i.e., analytics from weekly SchoolMessenger reports, Remind, MailChimp etc.)</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ● <i>Office Attendance</i> ● <i>Office Manager</i> ● <i>Office Assistant</i> ● <i>Academic Counselor</i> ● <i>GLA</i> ● <i>VP</i> ● <i>Principal</i> 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> ● <i>Attendance (daily)</i> ● <i>SchoolMessenger Reports (weekly)</i> ● <i>SQII (monthly)</i> ● <i>A2A Meetings</i> 	



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

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

Describe related professional learning:

- *School Messenger*
- *Remind*

- *Office staff professional learning on elements of data collection and communication*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Availability of direct counseling services for all students in a tiered format of implementation including but not limited to the GLA, AC, School Psychologist and the Social Emotional Paraeducator (Tiger Den)*

Specify additional targeted actions for EL students:

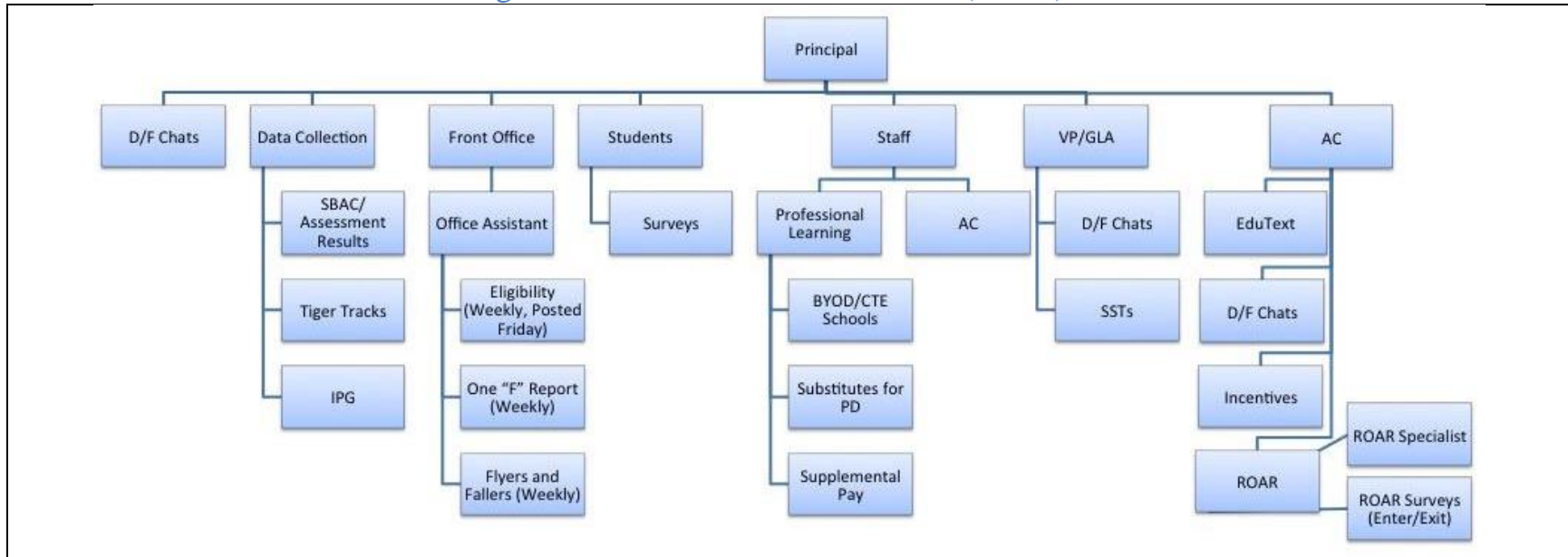
- *English Learners at levels 4 and 5 (present at Computech) will be monitored for progress and given academic support based on the recommendations of Computech’s EL Team.*
- *Translation services provided through Parent University for communicating private, social-emotional needs/concerns to parents/family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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Meetings	290
								Total	\$290

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<h2>Action # 8 Eligibility</h2>	<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward increased academic achievement through action steps to include, but not be limited to:</i></p> <ul style="list-style-type: none"> ● <i>Creating and delivering effective professional development around intervention best practices and increased academic achievement.</i> ● <i>Creating and/or leveraging personnel resources:</i> <ul style="list-style-type: none"> ○ <i>ROAR intervention specialist (see Action #10) to increase academic achievement as response to student data.</i> ○ <i>8-hour Office Assistant position to run eligibility reports on a weekly basis to increase communication, and achievement.</i> ● <i>Providing teacher release days for planning and reviewing student data toward more focused intervention and increased student achievement.</i> ● <i>Providing teacher supplemental pay for planning and reviewing student data toward more focused intervention and increased student achievement.</i> ● <i>Implementing advanced (and more frequent) student recognition as a means for motivating students toward success as incentive for academic improvement/achievement as well as sustaining academic achievement</i> ● <i>Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting</i> <ul style="list-style-type: none"> ○ <i>AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships</i> ● <i>Creating a student oriented center for those that are feeling disengaged, disconnected from school staffed by a Social Emotional Paraeducator that will provide services and triage in order to help students (and parents) have a greater understanding of the importance and strategies for attending and being academically successful at Computech.</i> 			
	<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> ● <i>High School Readiness</i> ● <i>SBAC/CAASPP ELA</i> ● <i>SBAC/CAASPP Math</i> 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● <i>N/A</i> 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● <i>Greater than 700 students eligible on average</i> 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ● <i>Safe and Civil Schools</i> ● <i>AVID</i>

		<p>through the 2016-2017 academic year.</p>	<ul style="list-style-type: none"> ● District technologies ● CSUF and Mediator Mentors
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> ● During the 2016-2017 academic year, the eligibility will, on average, show less than 100 students with a grade of “F” in one or more classes with eligibility increasing each time. ● During the 2016-2017 academic year students repeatedly failing to make eligibility will have no fewer than 2 contacts per week through targeted and tiered responses by some combination of the Computech Academic Intervention Committee, Academic Counselor, GLA, VP, Tiger Tutors, S/E Para, Teacher Mentors as documented on ATLAS and Beta tool. 			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> ● Weekly ATLAS reports for eligibility ● Eligibility lists posted on cafeteria window and online for students and parents (by ID) ● EduText Services ● Progress Reports ● “One F” Reports to teachers (students with an F in only one class) (Tier 1) ● Observational data about utility of literacy across the curriculum ● CAASPP/SBAC results ● ROAR effectiveness reports ● Student and Staff surveys regarding subject oriented funding ● Qualitative data provided by students through a pre and post ROAR survey ● Tigers Helping Tigers ● Teacher Mentors ● Students of Concern list <p>Tiered System for Academics:</p> <ul style="list-style-type: none"> ● Tier 1: Classroom interventions ● Tier 2: ROAR (Lunchtime, then After School) ● Tier 3: One-on-one/Parent Conferences w/ Academic Plan 	<p>Owner(s)</p> <ul style="list-style-type: none"> ● ROAR Intervention Specialist ● Academic Counselor ● Office Assistant ● VP ● GLA ● Principal ● Staff ● S/E Para ● RP Counselor 	<p>Timeline</p> <ul style="list-style-type: none"> ● Bi-monthly ● Quarterly ● End of Year 	



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

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

Describe related professional learning:

- *School Messenger*
- *Remind*
- *Office staff professional learning on elements of data collection and communication*
- *Math adoption PD*
- *Literacy Across the Curriculum PD*

- Annotation
- Reading Strategies
- Summary Writing
- Use of Evidence
- AVID Strategies
- Peer Mentorship Model
 - Mediator Mentors

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Materials & Supplies				Academic Counselor/Eligibility Incentives	2,500
								Total	\$2,500

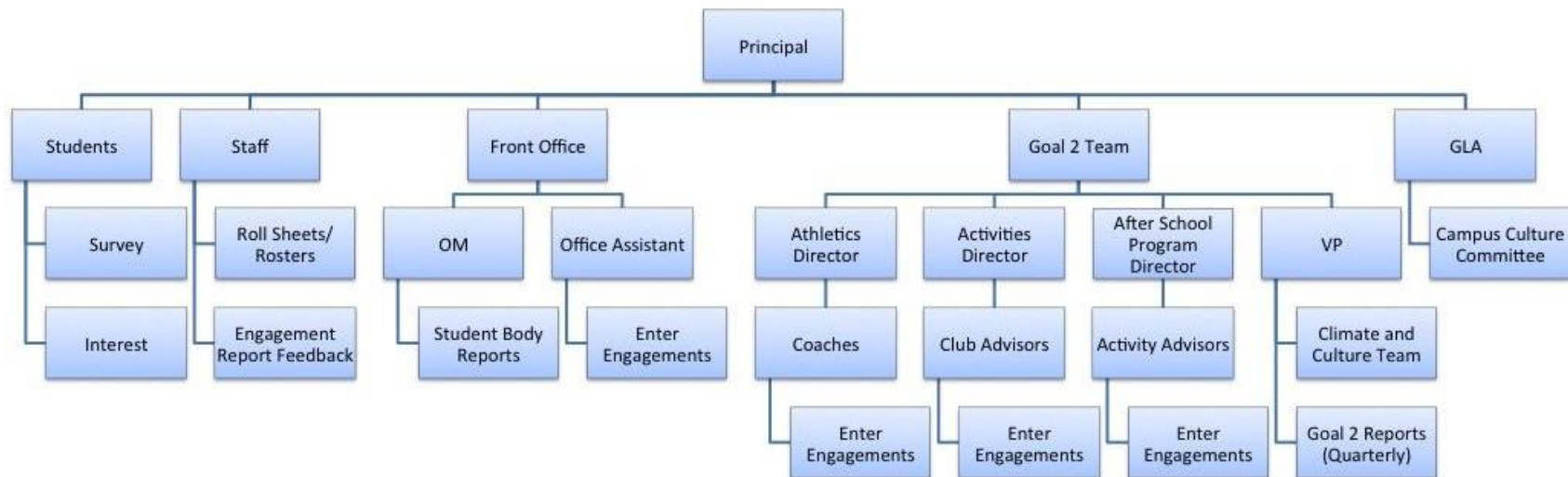
Domain	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<p>Action # 9 Campus Culture & Goal 2</p>	<p><i>Detail the action: The following will be implemented, created, organized, and communicated to all stakeholders toward an ever increasing percentage of Computech students involved in at least one Goal 2 activity, and enhance and maintain positive campus culture through action steps to include but not be limited to:</i></p> <ul style="list-style-type: none"> ● <i>Creating materials that promote and enhance communication regarding Goal 2 opportunities including creation of a master activities/club/sports/facilities calendar that shows what meets where and when in order to increase accessibility and participation.</i> ● <i>Providing professional development and/or teacher professional learning conferences for understanding not only the connection between Goal 2 and student achievement, but increase best practices toward more participation and achievement in all activities and instruction.</i> ● <i>Honoring substitute teacher needs for instruction due to teacher absence, and providing further opportunities for staff and students.</i> ● <i>Providing extra/supplemental pay contracts toward :</i> <ul style="list-style-type: none"> ○ <i>increasing and supporting Goal 2 experiences toward increased participation, and connection to the school to allow for greater achievement in academics.</i> ○ <i>increasing and supporting clarity behind Goal 2 processes toward increased participation, and connection to the school to allow for greater achievement.</i> ○ <i>increasing and supporting Goal 2 experiences toward increased participation, and connection to the school to allow for greater achievement.</i> ○ <i>increasing and supporting the goals of Goal 2 experiences and opportunities toward increased participation, and connection to the school to allow for greater achievement.</i> ● <i>Developing Advisory lesson(s) around time management to be included in the beginning of the school year delivered by WEB leaders</i> ● <i>Providing supplies and materials for WEB, coaches, advisors, and other Goal 2 related meetings for increased participation.</i> ● <i>Providing opportunities and events for engaging students in academic success, such as Boomers, Student of the Month, Recognition Lunches, etc.</i> 			

<ul style="list-style-type: none"> ● Making campus accessible and welcoming through student tour guides, docents, signage, and supplies/foods to all visitors and guests (Lead Teacher, Instructional Walks, parents, community groups, etc.) ● Creating a student oriented center for those that are feeling disengaged, disconnected from school staffed by a Social Emotional Paraeducator that will provide services and triage in order to help students (and parents) have a greater understanding of the importance and strategies for being successful at Computech. ● Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting <ul style="list-style-type: none"> ○ AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships 			
<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> ● Student Engagment 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● SQII 5946 (# of Goal 2 opportunities) ● SQII 5948 (# of students ongoing in Goal 2) ● SQII 2080 ● SQII 4066 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● Number of students in a Goal 2 activity will indicate 90% or more. 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ● N/A
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● By the end of the first semester, Goal 2 involvement data for the 2016-2017 academic school year will indicate 90% or more of students actively in Goal 2 activities as recorded on SQII 2080/4066 through use of ATLAS engagement tool. ● By the end of the second semester, Goal 2 involvement data for 2016-2017 academic school year will indicate 95% (an additional 5% of students) or more of students will be actively involved in Goal 2 activities as recorded on SQII 2080/4066 through use of ATLAS engagement tool. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> ● Goal 2 “checkpoints” at each quarter through ATLAS engagement report ● Rosters/roll sheets for meetings, activities, games, sports, etc. ● Student store procedures/reports ● Student body reports 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ● Office Manager ● Office Assistant ● Campus Culture Director 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> ● Progress report aligned / report card aligned reports for Engagements (8 total)

- Student surveys/interest
- End of the year Climate/Culture Survey (site based)
- Climate/Culture Survey (district provided)

- Athletics Director
- After School Program Coordinator (ASES)
- VP

- Meetings delineated by district request



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

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

Describe related professional learning:

- Provided by OM at BuyBack/Institute Day(s):

- Student Body use
- Coach/Club Advisor/Activity Advisor paperwork
- Provided by Activities Director at BuyBack/Institute Day(s):
 - Fundraising calendar
 - Fundraising paperwork

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

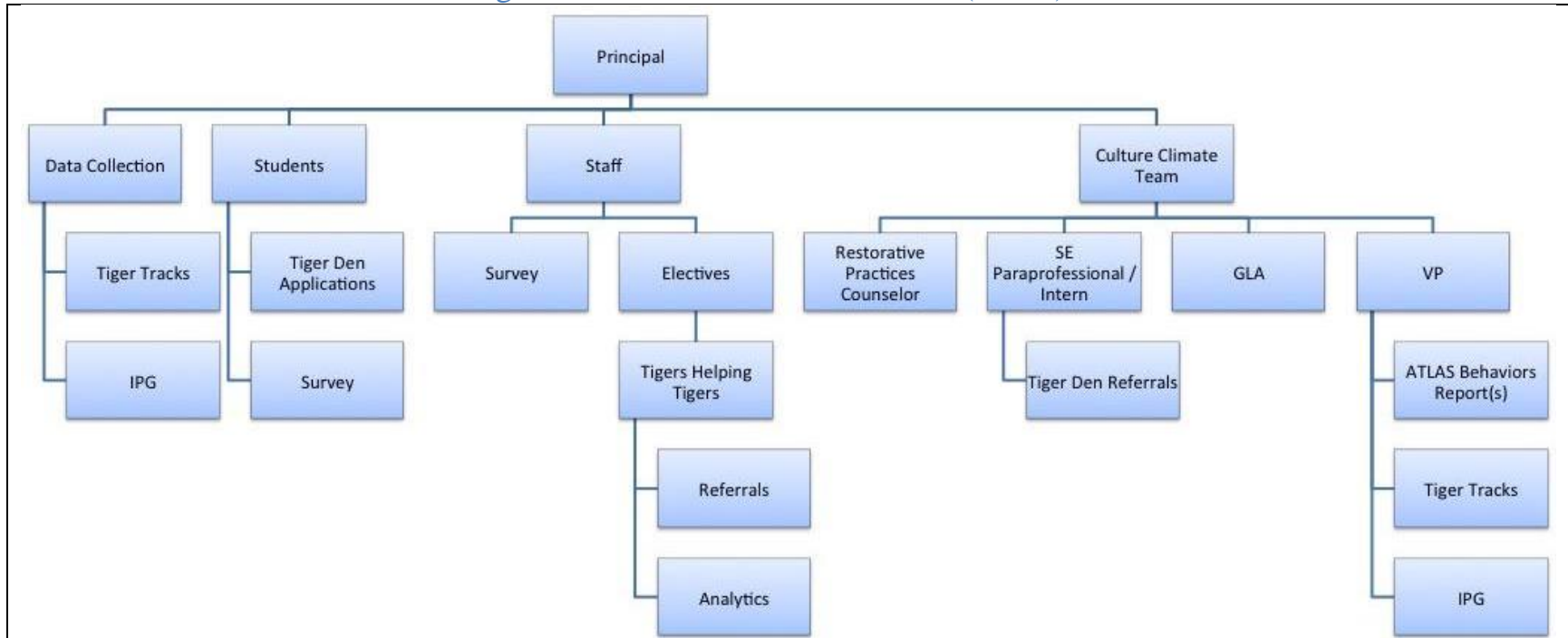
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Coaching Extra Pay, Swimming/Water Polo	14,000

9	3	Sup & Conc	Instruction	Materials & Supplies				1) WEB Materials, Materials for Coaches/Advisors/Club Meetings; 2) Boomers, Student of the Month, Recognition Lunches, etc; 3) Visitor Foods and Materials (Lead Teacher, Instructional Walks, etc)	13,000
9	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance and Paint (Rooms 59, Library, STEM, etc)	3,393
								Total	\$30,393

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 10 Restorative Practices & Intervention		<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward increased fidelity to Restorative Practices and more effective means of intervention on campus through action steps to include but not be limited to</i></p> <ul style="list-style-type: none"> ● <i>Visiting campuses and/or school districts that have been identified as providing consistent best practices around effective and seamless integration of Restorative Practices</i> ● <i>Providing a roving sub for 504, SST, IEP, etc. meetings toward streamlining the meeting process to include more teachers, students, staff, and taking away less time for students (i.e., after school, during lunch, etc.).</i> ● <i>Providing summer training for technology intervention strategies for all staff (2 hours) so that more focused data can be procured, and it can be used toward increasing academic achievement.</i> ● <i>Providing new and leveraging current personnel resources:</i> <ul style="list-style-type: none"> ○ <i>ROAR intervention specialist (see Action #10) to increase academic achievement as response to student data.</i> ○ <i>Social Emotional Paraeducator to increase student feelings of connectedness and emotional well-being</i> 		

	<ul style="list-style-type: none"> ● <i>Creating a student oriented center for those that are feeling disengaged, disconnected from school staffed by a Social Emotional Paraeducator that will provide services and triage in order to help students (and parents) have a greater understanding of the importance and strategies for being successful at Computech.</i> ● <i>Creating Tigers Helping Tigers, a new elective course offering that will give students the skills needed to find peaceful ways to solve problems, learn how to support their peers in being academically successful as well as giving students a forum to develop their public speaking skills when presenting to small groups in an academic setting</i> <ul style="list-style-type: none"> ○ <i>AVID strategies regarding studying and organization for intervention through peer-to-peer interactions toward increased achievement and relationships</i> ● <i>Providing social-emotional counseling and support starting with all students experiencing advisory period every week in support of relational capacity building:</i> <ul style="list-style-type: none"> ○ <i>Tier 1: Classroom interventions</i> ○ <i>Tier 2: Referral to Resource Counseling Assistant; determination of intervention or referral to Tiger Den, GLA, School Psych, etc.</i> ○ <i>Tier 3: One-on-one/Parent Conferences w/ Behavioral and/or Social Emotional Plan</i> 		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> ● <i>School Climate</i> 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● <i>SQII 395 (“I feel like I am part of this school?”)</i> ● <i>SQII 397 (“There is a teacher or some other adult who really cares about me?”)</i> ● <i>SQII 356 (“I feel respected and welcomed at my child’s school.”)</i> 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● <i>SQII 395 from 70.50% to 75%</i> ● <i>SQII 397 from 67.37% to 70%</i> ● <i>SQII 356 from 81.29% to 85%.</i> 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ● <i>Safe and Civil Schools</i> ● <i>Parent University</i> ● <i>Second Step/OLWEUS</i> ● <i>Class Meetings that Matter</i>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● <i>By the end of the 2016-2017 academic year, Computech will have 80% implementation of the following elements of Restorative Practices as identified by key indicators on the Staff and Student School Climate Surveys (SQII indicators). Each component will be aligned to a question(s) on the student and/or staff survey:</i> <ul style="list-style-type: none"> ○ <i>Weekly Class Meetings/Circles</i> 			

<ul style="list-style-type: none"> ○ <i>Tiger Den</i> ○ <i>Restorative Site Coordinator (RSC)</i> ○ <i>Peer Mediation Program</i> ○ <i>Community Summit Leaders</i> ○ <i>Meaningful Work for students</i> ○ <i>Social and Emotional Learning Conflict Resolution Education</i> ○ <i>Tier II and III Interventions (including circles and Restorative Conferences)</i> ○ <i>Human Element/Kindness Club</i> ○ <i>Restorative Practices for Staff</i> ○ <i>School wide Levels of Misbehaviors and Proactive Responses</i> ○ <i>Guidelines for Success</i> 		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> ● <i>Tiger Den referrals (recorded numbers)</i> ● <i>Tiger Den applications (registration night)</i> ● <i>Referrals recorded in ATLAS</i> ● <i>RSC follow up reports</i> ● <i>Student surveys</i> ● <i>Staff surveys</i> ● <i>Parent Surveys</i> ● <i>Suspension/misbehavior data (ATLAS)</i> ● <i>Tiger Helping Tigers referrals</i> ● <i>Observational Data from classroom visits and IPG (Tiger Tracks)</i> ● <i>Restorative Justice Training sign-ins</i> ● <i>CHAMPS Training sign-ins and feedback forms</i> ● <i>Classroom interventions</i> ● <i>Guidance/SEL Curriculum</i> 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ● <i>RSC</i> ● <i>S/E Para</i> ● <i>Culture and Climate Committee</i> ● <i>Principal</i> ● <i>VP</i> ● <i>All Staff</i> ● <i>School Psychologist</i> 	<p><i>Timeline</i></p>



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

- *Parent Restorative Practices training/information*
- *Parent University*
- *PAWS Center (Parent Access Work Station)*
- *Use of ATLAS towards understanding and following student progress*
- *SST, 504, IEP, etc. meetings for focused student intervention and support*
- *Google Classroom*
- *Open House/Registration Nights*
- *Parent volunteering opportunities*
- *Parent survey regarding both entrance and exit counseling for future social-emotional and disciplinary needs*

Describe related professional learning:

- *Restorative Practices through cycled training provided by the district Climate Office and District Restorative Practices Counselor (part of the 54 hours)*
- *Safe and Civil Schools through 54 hours of PL provided by VP/Culture and Climate Team*
- *CHAMPS through BuyBack/Institute Day(s)*
- *Flex PD towards positive discipline, Restorative Practices, growth mindset, etc. through 54 hours facilitated by administrative team*
- *Referral processes through “Connections” portal*
- *Office staff professional learning on elements of data collection and communication*
 - *Google Forms*
 - *Google Sheets*

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- *Advisory/Class Meetings curriculum*
- *WEB/Student Leadership*
- *AVID curriculum*
- *Mediator Mentors*
- *Tigers Helping Tigers*
- *Quarterly Character Assemblies*

Specify additional targeted actions for EL students:

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

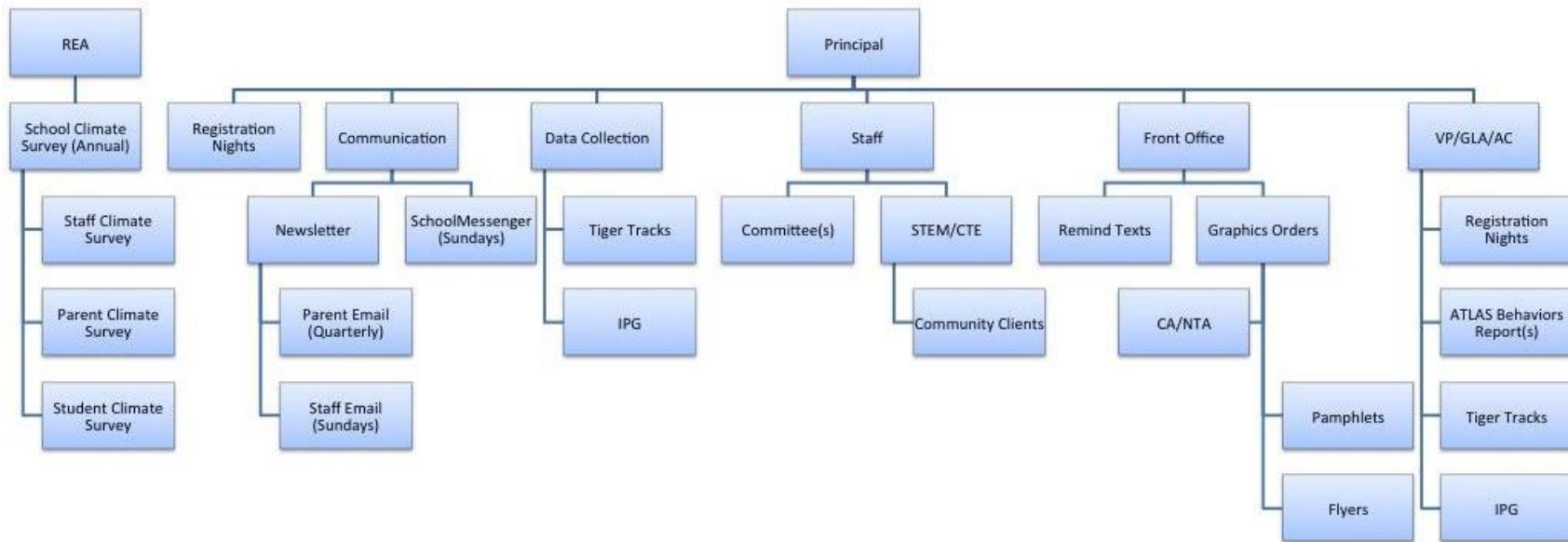
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			7,767
10	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Roving 504, SST, etc. Substitute	2,000
10	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Summer School Technology Training for Intervention	2,500
10	1	Sup & Conc	Instruction	Travel				WEB Travel and Conference	3,000
Total									\$15,267

Domain	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 11 Community Outreach	<p><i>Detail the action: The following will be implemented, created, organized and communicated to all stakeholders toward an increased community presence including using technology and the Computech STEM/CTE Lab and Entrepreneurship Classes through actions steps to include but not be limited to:</i></p> <ul style="list-style-type: none"> • <i>Communicating in the following manner:</i> <ul style="list-style-type: none"> ○ <i>Send Principal's Newsletter quarterly to stakeholders to apprise of relevant data/information concerning the school, students, staff, and upcoming events.</i> ○ <i>Send Principal's Newsletter weekly to staff to apprise of relevant data/information concerning the schedule, school, students, staff, and upcoming events.</i> ○ <i>Send School Messenger weekly to Computech community to apprise of relevant data/information concerning the schedule, school, students, staff, and upcoming events.</i> 		

	<ul style="list-style-type: none"> ○ <i>Send Remind texts to remind students/parents of events, schedule changes, transportation changes, fundraisers, etc.</i> ○ <i>Parking Lot Banners to communicate the “Pursue Excellence” mantra and connect the community to the school.</i> ○ <i>Newsletters, forms, information, etc. provided by graphics for further connection.</i> ● <i>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 (see Action #)</i> ● <i>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 and connection toward increased student achievement.</i> ● <i>Communicating the “Pursue Excellence” mantra 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.</i> ● <i>Beginning a “Buy Computech” initiative through collection of Edison Region affiliated private businesses and services, including but not limited to school produced STEM/CTE products (screen printing, laser cut wood, 3D printed designs, pamphlets, etc.) in order to further connect the surrounding area as well as broader community and students to STEM/CTE/21st Century college and career readiness.</i> 		
<p><i>SQII Element/Data:</i></p> <ul style="list-style-type: none"> ● <i>School Climate</i> 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> ● <i>N/A</i> 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> ● <i>Parent School Climate Survey Average from 38.32% to 50.00%</i> ● <i>SQII 356 from 81.29% to 85%.</i> 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> ● <i>Parent University</i> ● <i>Val Ed</i>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> ● <i>By the end of the 2016-2017 academic year, the annual parent school climate survey will indicate a 10% increase in overall (average) agreement (including agree and strongly agree) with statements concerning communication and outreach with parents of Computech students, while the Val Ed Survey data regarding community connections will also increase by 10%.</i> ● <i>By the end of the 2016-2017 academic year, the Val Ed Survey data regarding community connections will also increase by 10%.</i> 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ● <i>Principal</i> 	<p><i>Timeline</i></p> <ul style="list-style-type: none"> ● 	

- Val Ed Survey (principal specific)
- Parent School Climate Survey results (average and individual)
- SQII 356 (“I feel respected and welcomed at my child’s school.”)
- Student surveys
- Staff surveys
- Parent surveys
- “Buy Computech” Initiative surveys
- Remind analytics
- SchoolMessenger analytics
- Val Ed Surveys

- REA (district)
- Staff
 - Tech Committee
 - Campus Culture Committee
 - Intervention Committee
 - Magnet Committee
- STEM/CTE
- Front Office
- VP
- GLA
- AC



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

- *School Site Council participation*
- *PTSO participation*
- *Parent University*
- *PAWS Center (Parent Access Work Station)*
- *Open House/Registration Nights*
- *Parent/community member volunteering opportunities*
- *Parent survey regarding both entrance and exit counseling for future STEM/CTE needs*
- *PIQE*

Describe related professional learning:

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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:

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

- *Materials for STEM/CTE programs for students*
- *Daycare for parent/family meetings*
- *Materials for parent/family meetings*
- *Translation services provided through Parent University*
- *Tigers Helping Tigers*
- *Teacher Mentors*
- *WEB Leaders*

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	3	Title 1 Basic	Parent Participation	Other Certificated-Supplemental				Parent Technology Training(s)	3,000
11	2	Sup & Conc	Instruction	Materials & Supplies				Materials for Student in Need	1,500
11	3	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Food for Parent Volunteers for SSC, ELAC, Title I, Cookie Dough, PTSO, etc.	2,000
11	3	EL	Parent Participation	Prof/Consulting Svc & Operating				Parent Meeting Translation	762
11	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	2,000
Total									\$9,262

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Computech - 0100

ON-SITE ALLOCATION

3010	Title I	\$36,790 *
7090	LCFF Supplemental & Concentration	\$124,113
7091	LCFF for English Learners	\$762
		<hr/>
TOTAL 2016/17 ON-SITE ALLOCATION		\$161,665

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,040
Remaining Title I funds are at the discretion of the School Site Council	\$35,750
Total Title I Allocation	<hr/> \$36,790

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0100 Computech (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	3	Title 1 Basic	Instruction	Teacher-Supp			Committee Leads	6,000.00
1	3	Sup & Conc	Instruction	Direct Trans			6th Grade Tours / Buses	7,000.00
2	3	Sup & Conc	Instruction	Mat & Supp			: Zoo Trip, 8th Grade Trip, Civil War Day, Student Experiences	3,000.00
2	3	Sup & Conc	Instruction	Direct Trans			: Zoo Trip, 8th Grade Trip, Civil War Day, Student Experiences	7,000.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			BYOD Devices, Lab Upkeep, Keyboards, Mice	15,000.00
3	1	Sup & Conc	Instruction	Nc-Equipment			BYOD Devices	2,500.00
4	1	Title 1 Basic	Instruction	Bks & Ref			: Reading Counts (Scholastic)	500.00
4	1	Sup & Conc	Instruction	Bks & Ref			: Software for Literacy/ELA Academic Assessment/Intervention; TurnItIn.com	4,875.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Content area/subject area materials and supplies as outlined in the 16-17 SPSA (CORE)	2,000.00
5	1	Sup & Conc	Instruction	Bks & Ref			: Software for Math Academic Assessment/Intervention; FrontRow	4,050.00
6	1	Title 1 Basic	Instruction	Teacher-Subs			Visit BYOD/CTE Campuses	2,500.00
6	1	Title 1 Basic	Instruction	Bks & Ref			Software for Academic Assessment/Intervention	1,500.00
6	1	Title 1 Basic	Instruction	Nc-Equipment			: Robotics/STEM class set	3,500.00
6	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Professional Development	1,500.00
6	1	Sup & Conc	Instruction	Teacher-Supp			(4) Hours of Supplemental Pay Per Teacher (Confirmed at the Start of the Year)	5,000.00
6	1	Sup & Conc	Instruction	Mat & Supp			: Content area/subject area materials and supplies as outlined in the 16-17 SPSA (i.e., Orchestra, Band, Forensics, Drama, Multimedia Design and Tech, Art, Newspaper, Phys Ed, Engineering, Science, STEM, and Broadcasting)	18,125.00
6	1	Sup & Conc	Instruction	Mat & Supp			: Projector Needs; Bulbs	1,000.00
6	1	Sup & Conc	Instruction	Nc-Equipment			: Robotics/STEM class set	3,500.00
6	1	Sup & Conc	Instruction	Travel			Travel & Registration for CUE and Other Professional Development	3,500.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Meetings	290.00
8	1	Sup & Conc	Instruction	Mat & Supp			Academic Counselor/Eligibility Incentives	2,500.00
8	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Assistant, School Office	0.250		11,903.00
9	3	Sup & Conc	Instruction	Teacher-Supp			Coaching Extra Pay, Swimming/Water Polo	14,000.00
9	3	Sup & Conc	Instruction	Mat & Supp			: 1) WEB Materials, Materials for Coaches/Advisors/Club Meetings; 2) Boomers, Student of the Month, Recognition Lunches, etc; 3) Visitor Foods and Materials (Lead Teacher, Instructional Walks, etc)	13,000.00
9	3	Sup & Conc	Instruction	Direct-Maint			Maintenance and Paint (Rooms 59, Library, STEM, etc)	3,393.00
10	1	Title 1 Basic	Instruction	Teacher-Subs			Roving 504, SST, etc. Substitute	2,000.00
10	1	Title 1 Basic	Instruction	Teacher-Supp			Summer School Technology Training for Intervention	2,500.00
10	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		7,767.00

10	1	Sup & Conc	Instruction	Travel	: WEB Travel and Conference	3,000.00
11	3	Title 1 Basic	Parent Participation	Othr Crt-Sup	Parent Technology Training(s)	3,000.00
11	2	Sup & Conc	Instruction	Mat & Supp	: Materials for Student in Need	1,500.00
11	3	Sup & Conc	Instruction	Direct-Graph	Graphics	2,000.00
11	3	Sup & Conc	Parent Participation	Mat & Supp	: Materials and Food for Parent Volunteers for SSC, ELAC, Title I, Cookie Dough, PTSO, etc.	2,000.00
11	3	EL	Parent Participation	Cons Svc/Oth	Parent Meeting Translation	762.00
						\$161,665.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,790.00
Sup & Conc	7090	\$124,113.00
EL	7091	\$762.00
Grand Total		\$161,665.00

Domain Totals	Budget Totals
Academic	\$98,720.00
Culture & Climate	\$61,155.00
Social/Emotional	\$1,790.00
Grand Total	\$161,665.00

E.1. Assurances

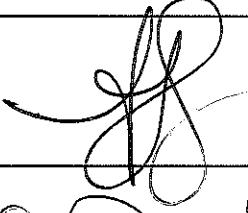

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students’ achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Andrew Scherrer	X				
2. Chairperson - Lisa Van de Water				X	
3. Vice Chairperson – Kirsten					
4. Secretary - Dawn Psenner			X		
5. Jennifer Kanzler		X			
6. Greg West		X			
7. Ron Baumheckel		X			
8. Janet Hubner		X			
9. Rebecca Nakagawa					X
10. Gracie Maly					X
11.					X
ELAC operated as a school advisory committee.			ELAC voted to fold into the SSC - Date		

Title I School Site:
<ul style="list-style-type: none"> Attached documentation.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Andrew Scherrer		3-30-16
SSC Chairperson	Lisa Van de Water		3-30-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws