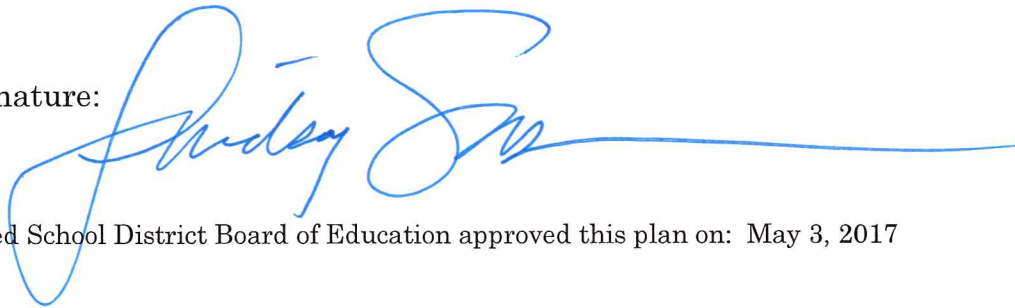


Edison High

10621661031897

Principal's Name: Lindsay Sanders

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Lindsay Sanders', with a long horizontal flourish extending to the right.

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

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

District Goals	
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.

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

Consolidated Program Assurances

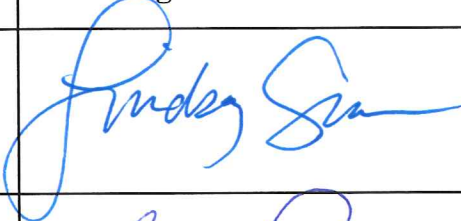
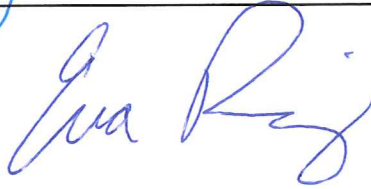
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lindsay Sanders	X				
2. Chairperson - Eva Ruiz				X	
3. Patricia Renfro		X			
4. Chris Finley		X			
5. David D'morias		X			
6. Socorro Villanueva			X		
7. Kristine Fagundes					X
8. Nicolai Kapetan					X
9. Jihad Arafi					X
10. Rosa Martinez				X	
11. Crystal Phillips				X	
12. Mikaela Ruiz-Dasilva					X
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lindsay Sanders		3/17/17
SSC Chairperson	Eva Ruiz		3/22/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Edison - 0145

ON-SITE ALLOCATION

3010	Title I	\$187,967 *
7090	LCFF Supplemental & Concentration	\$500,435
7091	LCFF for English Learners	\$106,680
TOTAL 2017/18 ON-SITE ALLOCATION		\$795,082

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$58,097
Remaining Title I funds are at the discretion of the School Site Council	\$129,870
Total Title I Allocation	\$187,967

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	3/10*	92.31%	94.71%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	1/10*	70.74%	65.74%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	2/9	N/A ³	69.52%	64.73%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	2/9	N/A ³	34.67%	38.28%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	3/10	0.00% ⁴	64.69%	63.82%	54.81%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	2/9	47.45%	42.33%	40.19%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	2/9	N/A ³	23.18%	31.82%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	2/9	N/A ³	11.75%	12.52%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	3/10	N/A ⁷	N/A ⁷	53.37%	57.33%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	27.72%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	6/10	9.88%	11.93%	11.74%	4.89%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	3/9*	15.15%	26.83%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	5/9	57.53%	54.67%	65.67%	50.79%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	3/10	95.60%	95.89%	95.83%	96.07%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	2/11	7.46%	7.52%	8.08%	6.76%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	6/10	N/A ¹⁰	N/A ¹⁰	79.29%	70.98%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	10/11	8.77%	1.97%	0.41%	0.16%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	5/10	7.64%	6.84%	9.08%	5.63%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	4/10	0.05%	0.09%	0.08%	0.20%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	4/10*	7.05%	4.35%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	2/9	76.27%	72.60%	80.16%	60.80%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	100.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	3/10	N/A ¹³	N/A ¹³	67.81%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	5/10	N/A ¹³	N/A ¹³	77.08%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	4/10	N/A ¹³	N/A ¹³	60.65%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

Edison High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	64.73	69.73	

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

Edison will provide a three-tiered approach to literacy support for students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives. Tier Two will be opportunities for strategic grouping, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.

SMART Goals

By June 2018 the ELA CAASPP results will show a 5% improvement in students scoring Standard Met or Standard Exceeded level from 64.73% to 69.73%, and correlating EAP score of students scoring ready on the Early Assessment Program for college level English from a 35.40% to 40%.

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

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

- Student Results in the following: 2018 CAASSP scores, 2018 EAP Results, ELPAC scores and re-designation rates, Interim Assessment results,
- ELPAC scores/Re-designation rates
- Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings
- Instructional Practice Guide data Tenets 2A/2B
- Orders for materials, supplies, technology placed
- Attendance at tutorial and students qualifying for incentives
- Staff Calendar including professional learning developed and shared with staff
- Monitoring master schedule to support identified students needing additional support
- AC agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- Parent communication to inform parents the importance of CAASSP and EAP
- Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students' performance (CAASPP, EAP, ELPAC Interim Assessments, grades) as well as upcoming events
- Parent education offered through Parent University classes provided by the district office.

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

- Students in class will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library databases, classroom technology (hardware/software), and subscriptions.
- Master schedule developed strategically to maximize support to students in grades 9-11th and provided additional peer support in 9th and 10th grade classes from 12th grade students who can take peer helpers
- Target and monitor after school tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface)
- SDAIE strategies
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate

Owner(s):

- Librarian
- VP Aquino
- VP Munoz
- Assigned counselor for targeted groups
- Principal
- Head Counselor
- AC Leads, EL Team, and Plus Teachers
- BRCAs

Timeline:

- VP, AC Leads, Counselor, EL Team, and Plus Teachers
- Ongoing/Weekly
- Principal 3x a year
- Principal/Head Counselor June, August, December, April

Describe Related Professional Learning:

- Training for teachers using interim assessment and formative assessment tools to develop instructional strategies that build literacy skills
- Common school-wide professional read that incorporate topics that address best instructional practices centered on student literacy
- Staff calendar will be created to support CCI with all staff and ACs including training on how to analyze CAASPP, EAP, ELPAC and interim assessment results
- ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues
- Vertical articulation with regional team focused on literacy
- Staff collaboration and planning for literacy in all subject areas in accountable communities by adopting literacy standards based on identified common student needs in their specific content area.
- Instructional Coach support for teachers
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning

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

- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- Use Peer helpers strategically in courses where EL students are concentrated
- Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in afterschool tutorial

academic success and improvement

Edison Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst II	1.0000		Paraprofessional; Computer Lab Assistant	\$	58,951.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute Teacher Salaries	\$	27,892.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries; Certificated	\$	23,735.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies for ELA & ELD support	\$	55,000.00
1	1	Sup & Conc	Instructional Supervision & Administration	Materials & Supplies				Instructional Supervision & Administration	\$	4,000.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Materials & Supplies				Instructional Library, Media & Technology	\$	15,000.00
1	1	Sup & Conc	Instruction	Travel				Travel and Conference	\$	38,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$	27,135.00
1	1	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage	\$	1,500.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Ricoh	\$	15,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies - Literacy Support	\$	30,253.00
								Total	\$	296,466.00

Action # 2**Domain**

1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	38.28	41.28	



New-Action



On-going

Reasoning:

Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Edison will provide a three-tiered approach to math support for students. Tier One will include a focus on common core math skills in every math classroom through professional learning and collaboration. Tier Two will be opportunities for strategic grouping, technology resources, PLUS, and co-teaching. Tier 3 will include tutoring services, technology resources, PLUS, and deployment.

SMART Goals

By June 2018 the Math CAASPP results will show a 3% improvement in students scoring Standard Met or Standard Exceeded level from 38.28% to 41.28%, and correlating EAP score of students scoring ready on the Early Assessment Program for college level math from a 12.63% to 15.63%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:**Details: Explain the data which will specially monitor progress toward each indicator target**

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- Student Results in the following: 2018 CAASSP scores, 2017 EAP results, and Interim Assessment results
- Parent meeting sign-in lists, parent communication tools (website, school messenger, letters), master calendar of parent meetings
- Orders for materials, supplies, technology placed
- Instructional Practice Guide data Tenet 2A & 2B
- Attendance at tutorial and students qualifying for incentives
- Staff Calendar including professional learning developed and shared with staff
- Monitoring master schedule to support identified students needing additional support
- AC agendas and products (common lesson/assessments) created demonstrating attention to literacy, data analysis, and focus standards

Owner(s):

- Librarian
- VP Berrett
- VP Munoz
- Assigned counselor for targeted groups
- Principal
- Head Counselor
- AC Leads, EL Team, and Plus Teachers
- BRCA's
- Tutors

Timeline:

- VP, AC Leads, Counselor, EL Team, and Plus Teachers Ongoing/Weekly
- Principal 3x a year
- Principal/Head Counselor June, August, December, April

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

- Parent communication to inform parents the importance of CAASSP and EAP
- Parent communication and meetings including back to school night and showcase to provide parents with tools to help their student achieve academic success
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be posted in school messengers and on the school website presenting information about students performance (CAASPP, EAP, ELPAC Interim Assessments, grades) as well as upcoming events
- Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by BRCA's to connect family to resources that students many needs
- KHAN Academy SAT Prep

Describe Related Professional Learning:

Describe related professional learning:

- Training for teachers using interim assessment and formative assessment tools to develop instructional strategies that build math skills
- Staff calendar will be created to support CCI with all staff and ACs including training on how to analyze CAASPP, EAP, CELDT, DRP, and interim assessment results
- Math leads will create multiple opportunities to provide professional development for math teachers to incorporate math literacy and instructional strategies in the math classroom to increase focus, coherence, and rigor in mathematics
- Plus, teacher support in the algebra classrooms to help provide acceleration or remediation
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning

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

- Students in class will receive instruction that is aligned to CCSS. Materials and supplies will support teacher implementation of CCSS, including library databases, classroom technology (hardware/software), and subscriptions.
- Master schedule developed strategically to maximize support to students in grades 9-11th, and provided additional peer support in 9th and 10th grade classes from 12th grade students who can take peer helpers
- Target and monitor after school tutorial for Tier 2/3 students
- Tutors with advance math experience for ASP
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface)
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement
- Qualified Math and Spanish Tutors

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

- Provide BRCA (bilingual resource counseling assistance) to support parent education and translation
- Use Peer helpers strategically in courses where EL students are concentrated
- Team of EL teachers with a case management groups of EL learners to monitor academic progress and attendance in afterschool tutorial

Edison Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology for Core Math Classrooms	\$	50,000.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				Supplemental Materials & Supplies to support Math Classrooms	\$	55,728.00	
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies - Math Support	\$	6,150.00	
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies - Math Support	\$	13,850.00	
								Total	\$	125,728.00	

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	11.74	21.74	

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

Detail the Action

Edison will improve English Learner re-designation rates by providing a three tiered supports for English Learners that build literacy skills in alignment to the Common Core State Standards for ELD and ELA/Literacy. Tier 1 will include staff providing instruction in all curricular areas that require students to engage in complex text, write regularly, and academic discourse. Staff will be able to identify EL students and students will be appropriately scheduled and grouped. Tier 2 supports include English Learner conferences, and individual and group chats based on performance levels of the CELDT results. Tier 3 supports include a creation of an English Learner support team that have responsibilities for targeted English Learner students that are struggling academically.

SMART Goals

By EOY 2018, the percentage of students that are identified as borderline criteria for re-designation that are re-designated within 365 days will increase 10% for an overall 21.74% rate.

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

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

- ELPAC Scores, performance levels on the District Interim and PSAT scores
- Re-designation Rates
- Classroom walk-through and observations
- Orders for materials, supplies, technology placed
- Attendance at tutorial and students qualifying for incentives
- Staff Calendar including professional learning developed and shared with staff with an emphasis on EL support
- Monitoring master schedule to support identified students needing additional support
- Ongoing data/monitoring of targeted EL students in Tier 3.

Owner(s):

- VP Munoz
- VP Aquino
- EL Teacher Team
- Head Counselor
- Principal

Timeline:

- Spring 2018 and on-going throughout the year 4 cycles for re-designation
- VP, EL Team, and Plus Teachers Ongoing/Weekly
- Principal/Head Counselor June, August, December, April

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

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

- Biweekly coffee hours and ELAC to inform parents of ELPAC and re-designation rates and criteria.
- An annual calendar listing parent meetings will be distributed at the beginning of the school year and will be

Describe Related Professional Learning:

- ELD teachers will participate in a site sponsored ELD PL focusing on curriculum and instruction.
- Menu of professional learning includes targets and scaffolds for EL learners
- Provide PL for teachers for EL awareness and ATLAS access to EL data and use EL Goal Setting Report to

posted in school messengers and on the school website presenting information about students' performance (CAASPP, EAP, ELPAC, Interim Assessments, PSAT, grades) as well as upcoming events

· Parent education offered through Parent University classes provided by the district office and biweekly coffee hour facilitated by BRCAs to connect family to resources that students many needs and strategies to support student learning

identify and target students and understand all EL students' instructional needs

- Professional Learning on how to conduct ELPAC Chats.
- Teachers will attend training to administer the ELPAC.
- In-services for EL site representative

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

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

- Teacher & Counseling CELDT Chats Levels 1-5 Goal setting.
- Level 4s/5s Group CELDT Chats Teacher/Admin. Goal setting
- CELDT Test administration
- EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- After school tutorials as well as mandated tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-designation

- Teacher & Counseling CELDT Chats Levels 1-5 Goal setting.
- Level 4s/5s Group CELDT Chats Teacher/Admin. Goal setting
- CELDT Test administration
- EL students will receive instruction that incorporates strategies that support academic language and cognitive content goals in every lesson
- English Learner Support Team – assigns a case manager for EL students that are struggling academically.
- After school tutorials as well as mandated tutorials for EL students that are struggling academically.
- Create a celebration activity to recognize students who have achieved re-designation

Edison Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries; Bilingual Instruction	\$	2,959.00
3	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology Support for EL students	\$	30,812.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessor charges	\$	2,000.00
Total									\$	35,771.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	63.82	58.82	

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

Detail the Action

Edison High School will support students to earn passing grades through a system of monitoring, goal setting, recognizing achievement, in-classroom assistance in challenging courses, tutorial opportunities, guidance, classroom engagement, and response to intervention

SMART Goals

By 2017-2018 2nd semester there will be a 5% **reduction** in the number of students with at least one or more Ds and Fs from 63.82% to 58.82%

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

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

Owner(s):

Timeline:

- ATLAS—Distribution of Grades reports reviewed and analyzed at each progress report
- SQII Beta Tool analyzed at end of each term
- Supervisor Gradebook Chats with Teachers and targeted Accountable communities
- Classroom Walk through
- IPG data in tenets 3 & 4
- Orders for materials, supplies, technology placed
- Staff calendar including professional learning developed and shared with staff
- Monitoring of master schedule to support identified student needs
- Counselor letters, meetings scheduled for targeted students
- Instructional Practice Guide data
- Accountable Community agendas and created products demonstrating attention to intervention and support
- Attendance in afterschool programs and monitored by after school teacher teams supporting struggling students

- Vice Principals
- Head Counselor
- AC Leads
- After school teacher leads
- Plus Teachers
- Attendance specialist

- VPs--Weekly classroom walk-throughs, progress grade report timelines, on-going communication with teachers and ACs
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April

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

Describe Related Professional Learning:

- Communication and meetings for parents of students who are struggling academically with a three tiered response for counseling intervention that includes school messenger and letter home, counseling meeting with student, and SST with student and teachers
- Provide a Back to School Night and Spring Showcase for parents to review teachers' classroom academic and behavior expectations, increase awareness and participation in EduText.
- By weekly parent meetings Block E/Hmong addressing topics like ATLAS A-G requirements & services provided by the school.
- Regular ELAC meeting

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

- Support counselor targeting students high risk of failing
- Counselor communication, monitoring, and coordination of student and parent meetings
- PLUS Teachers, working with students to set goals and reflections
- After School Lead Teachers will monitor a caseload of students at the 9th and 10th grade
- Increased exposure to effective teaching strategies in the classroom including more types of checks for understanding that drive instruction and increased effective use of cooperative group structures.
- Tutoring and pullout support for students who are at risk of failing
- Access to technology in order to improve research and learning as well as to monitor student performance and grades.
- Attendance Specialist chats with students exhibiting poor attendance and grades
- Recognition and incentive programs for students who do well and/or show improvement
- ACCESS and APEX within the school day and after school for credit recovery
- Support in the classroom and through pull out from PLUS teachers targeting 9th grade

- ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions will primarily be focused on instructional strategies and taught by site colleagues. PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools
- ACs will develop frequent common formative assessments, evaluate student performance, share instructional practices and explore best practices for grading and measuring growth?
- 9th grade team including PLUS and 9th grade counselors will meet regularly to monitor student progress, develop common strategies, and review effects of implementation.
- Opportunities for continued off-site learning for representatives from departments, including restorative practices, CHAMPS, co-teaching, CCSS, text adoption, and conferences.
- Staff will be provided with grade data about students at regular intervals, with process for determining action steps.

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

- Pull out support for students who qualify per grade report in ELA or math for 9-10 grade
- EL team managing caseload of EL students with Ds & Fs mandatory after school tutorials

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3178 - AP Exams passed	40.19	45.19	

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

Detail the Action

Edison High School will provide a response to intervention approach for student support in AP courses. Tier 1 services will include a curriculum designed and focused on the AP course and exam. The course syllabus will be approved by the College Board. In all AP courses students will learn strategies for approaching the AP test and teachers will develop common frequent assessments aligned to the test. Tier 2 students will be provided with after school, lunch time tutorial, and study sessions to prep for the exam. Tier 3 students will include opportunities for deployment particularly in AP Human Geography and AP European History, tutorial, and technology resources with an emphasis on EL students.

SMART Goals

By June 2018 there will be a 5% increase in the number of students who receive a 3 or higher on an AP exam from 40.19% to 45.19%.

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

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

- Annual review of AP Pass rates
- Appropriate student selection and placement
- Annual review of AP course completion rates (Semester 1 and 2)
- Evaluation of the number of students participating in AP exams annually
- Common Formative Assessments generated
- Instructional Practice Guide data
- Data on software usage
- After school and lunch tutorial schedule and attendance
- AP Coordinator to manage AP program needs and concerns

Owner(s):

- Principal
- Vice Principals
- AP Teachers
- AP Teacher Leads
- Head Counselor
- Counselors

Timeline:

- VPs--Weekly classroom walk-throughs, on-going communication with AP teachers
- Weekly monitoring by counselor and after school leads
- Principal/Head Counselor June, August, December, April

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

- Back to School Night information delivered to parents regarding expectations for AP courses
- Coffee hour conversations with parents including chats regarding AP courses
- Communication via letters and school messenger for parents of students enrolled in AP courses

Describe Related Professional Learning:

Describe related professional learning:

• ILT Professional Learning regarding Literacy Development. Multiple opportunities will be provided for staff to select from a menu of professional learning opportunities based on their needs and inquiry questions. Sessions

will primarily be focused on instructional strategies and taught by site colleagues. PL Workshops will incorporate literacy/EL strategies, engagement strategies (Climate and Culture), system and strategies for CFU, and assessment development tools

- Accountable community time weekly to collaborate and design common assessments and lessons to improve critical thinking among students to prepare them for AP exams.
- Counselor(s) attends AP training to prepare for exam administration
- District trainings for counselors in AP eligibility criteria and placement (master scheduling).
- Opportunities for continued off-site learning for representatives from departments, including conferences and AP workshops, in order to increase engagement in learning

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

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

- Students in class will receive instruction that is aligned to AP Course and Exam. Materials and supplies will support teacher implementation of AP curriculum, including library databases, classroom technology (hardware/software), and subscriptions.
- AP study sessions are offered to students in order to improve successful pass rates and testing strategies
- Extended learning opportunities to expose students to related skills and concepts to their AP course (i.e. fieldtrips, guest speakers, etc.)
- Subsidize AP exams for students in order to make them financially accessible
- Counselors work with students to identify selection for AP courses based on AP eligibility criteria for placement.
- Master schedule developed strategically to maximize student enrollment based on AP eligibility criteria for placement
- Target and monitor afterschool tutorial for Tier 2/3 students
- Update and refresh technology and software to increase technology literacy and exposure for students (i.e. navigating user interface)
- Recognition and incentive programs for students who consistently attend tutorial and demonstrate academic success and improvement

- Deployment support for students who qualify based on Borderline qualifications
- AP Lead Teacher team managing caseload of EL students attendance in afterschool and lunch tutorial, and study sessions

Edison Budgeted Expenditures										
Account	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget
5	1	Sup & Conc	Ancillary Services	Direct-Food Services (Dr)				Food Services		\$ 6,000.00
									Total	\$ 6,000.00

Action # 6

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	53.37	58.37	

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

Detail the Action

Edison High School is committed to using assessments to inform instruction. Accountable Communities meet weekly using assessments results to analyze student progress, develop common lessons/assessments, adjust instruction and compare results of common lessons/assessments. Edison High School lead efforts to develop a regional approach to improving literacy by implementing a regional common formative assessment

SMART Goals

In the Spring of 2014, the Western Association of Schools and Colleges form the California State Department of Education conducted a Focus on Learning Evaluation. It identified school-wide critical areas for improvement indicating that Edison High School explore, identify and formalize a school-wide system of checking for understanding of non-volunteers. In the Spring of 2018, our goal is to have in place a school-wide system of checking for understanding (CFU) that includes a summative assessment per unit, frequent number of formative assessments for a unit, and CFU embedded in daily instruction that inform instructional decisions.

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

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

- Classroom walk-throughs and observations
- ILT and AC Teacher Lead collaboration and samples of AC development of common formative and summative assessments
- ILT and AC agenda and minutes
- Instructional Practice Guide data
- Staff calendar that includes ILT meeting dates and regional collaboration dates
- Quarterly data communication and analysis with faculty

Owner(s):

- Principal
- Vice Principals
- ILT (AC Leads)
- Teachers

Timeline:

- Weekly on-going AC Collaboration
- Biweekly ILT meetings
- Post conferences with teachers
- Weekly walk-through
- Quarterly data communication

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

- Communication to parents about student progress and performance on common assessments
- Back to School and Spring Showcase to inform parents of student progress
- Coffee Hour for parents to show them how to use Edutext and ATLAS parent portal to monitor student progress

Describe Related Professional Learning:

Describe related professional learning:

- Instructional Leadership Team creates and documents a system of checking for understand and organizes professional learning to address strategies related to formative assessments and CFUs
- Professional learning for teachers using interim assessment and formative assessment tools

- Common school-wide professional read that incorporate topics that address best instructional practices centered on assessing student understanding
- Instructional Leadership Team organizes professional learning centered on how Accountable Communities examine what students should learn, how they learn it and how to respond when students didn't learn.
- Professional learning focused on instructional planning that incorporates assessment tools to address essential standards within content specific areas

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

- Frequent CFU checking for understanding strategies
- Varied CFU strategies that assess student learning, on the spot instructional adjustments and lesson planning.
- Intentional student discourse focused on student processing of learning outcomes
- Communicate timely feedback of student's progress toward essential learning
- Smooth transitions between lesson activities that connect learning to lesson objectives
- Involving students in self-assessment, goal setting and monitoring progress toward learning outcomes
- Modeling thinking skills of expected learning results

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

- 10/2 principal strategy to facilitate student processing
- Peer learning
- Cooperative heterogeneous grouping
- Incorporating ELD standards

Action # 7**Domain** 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate**School Quality Review**

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	8.08	7.08	

 New-Action On-going**Reasoning:** Strong Evidence Moderate Evidence Promising Evidence**Detail the Action**

Edison High School is committed to improving the average daily attendance of students. Research data indicates a direct correlation between attendance rates and students' performance. Edison High School will implement a comprehensive attendance management program to improve student attendance and increase student achievement. Administrators, teachers, counselors, resource counseling assistants, attendance clerks and Child Welfare & Attendance Specialist work collaboratively to support the improvement of student attendance.

SMART Goals

By June of 2018 there will be a 1% decrease of students that are in the "chronically absent" category from 8.08% to 7.08%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:**Details: Explain the data which will specially monitor progress toward each indicator target**

- Weekly logs of attendance monitoring and intervention and ATLAS log entry updated with appropriate attendance intervention (6330)
- Attendance reason code will be updated daily to increase the present of students with a reason code (3803)
- Edu-Text sign-ups
- Agendas and sign-ins from parent meetings
- ATLAS daily attendance data
- Principal Dash board
- PLUS Teacher schedule

Owner(s):

- VP Aquino
- Resource Counseling Assistants
- Child Welfare & Attendance Specialist
- Attendance Clerks
- Teachers
- PLUS Teachers
- Support Counselor

Timeline:

- Daily attendance reason code updated
- Quarterly & Annual attendance rates and grade reports
- Monthly Attendance meetings (truancy letters)

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

- Resource Counseling Assistants, Child Welfare & Attendance Specialist and Attendance Clerks will make phone calls home, send out attendance letters, and hold attendance meetings and home visitations with parents of students who have unsatisfactory attendance rate.
- Parent communication during parent meetings regarding the importance of daily attendance

Describe Related Professional Learning:

Describe related professional learning:

- Professional learning for clerical personnel to increase accurate attendance taking and parent notification and tiered response to intervention
- All staff will understand the importance of accurate and timely attendance recording and will develop a

- Automated notification of student absences by period (EduText and School messenger)
- District attendance notifications and meetings
- Increase parental involvement in SSC, ELAC and LCAP meetings

classroom process and policy to communicate excessive tardiness and attendance concerns with parents

- Attendance Clerks send out daily reminders to teachers to take attendance
- All staff will engage in professional learning and AC inquiry to increase engagement lessons and build relationships with students; Professional learning centered on “growth mindset” and restorative practices to support and engage struggling students
- PLUS teacher collaboration and planning to encourage and increase 9th grade student relationships

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

- Support Counselor will provide attendance and academic counseling services for targeted students
- Child Welfare and Attendance Specialist meet with students and families to monitor attendance and align necessary resources
- Daily tardy sweeps and after school detention for students with habitual daily tardiness
- Afterschool tutorial services to improve Ds & Fs
- Phone calls made by teachers to communicate habitual student absences and tardiness
- PLUS teachers in the 9th grade ELA and Algebra classes to develop relationships and additional support
- Co-Teachers in the classroom to develop relationships and additional support

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

- EL Support Team meet with targeted students and communicates with parents the effects of student absenteeism on student performance

Edison Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.5000		Classified Support; Parent Participation, Hmong Translator & Liaison	\$ 26,774.00
7	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	0.5000		Classified Support; Parent Participation, Hmong Translator & Liaison	\$ 26,774.00
7	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Classified Support; Parent Participation, Spanish Translator & Liaison	\$ 25,671.00
7	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.5000		Classified Support; Parent Participation, Spanish Translator & Liaison	\$ 25,671.00
7	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attn I	1.0000		Parent Involvement - Classified Support; Child Welfare and Attendance	\$ 64,299.00
7	1	Sup & Conc	Instructional Administration of Special Projects	Other Classified-Supplemental				Instructional support; Special Projects	\$ 9,641.00
7	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Classified Support; Parent Participation	\$ 3,616.00
7	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Parent Participation/Translating/Day Care	\$ 3,079.00
7	2	LCFF: EL	Parent Participation	Materials & Supplies				Materials & Supplies for Parent Engagement Activities	\$ 14,848.00
7	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and Supplies; Parent Participation	\$ 2,000.00
Total									\$ 202,373.00

Action # 8

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

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	9.08	7.08	

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

Detail the Action

Detail the action: Edison High School will work to improve overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students. Edison High School is one of three schools piloting a Restorative Practice approach to student discipline. This opportunity to implement Restorative Practice allows for additional supports for students. The Climate & Culture Team is leading the work in building systems and processes to address student discipline.

SMART Goals

By June 2018 the dis-proportionality ratio in suspensions for the following groups will decrease:

- Overall: there will be a decrease of 2% from 9.08% to 7.08%
- African-American: there will be a decrease of 4% from 17.53% to 12.53%
- Foster Youth: there will be a decrease of 5% from 18.86% to 13.86%

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

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

- Climate and Culture We Act lessons, all staff PL products, agendas, and minutes
- Calendar and logs of Child Welfare Specialist, BRCAs, and RCA
- SEL Survey results
- Suspension results
- Staff/Student survey results
- Daily discipline referrals/Re-engagement student logs
- Classroom walkthroughs and CSTP 1 and 2 observations

Owner(s):

- VP Berrett
- Restorative Practice Team (TSA, RCA, and RP Counselor)
- Principal
- Climate and Culture Team
- CWS
- BRCAs
- CSAs
- SAP Counselor

Timeline:

- Quarterly review of suspension data
- On-going throughout the school year
- Daily reengagement center attendance
- Weekly VP review on chronic REC attendance

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

Describe Related Professional Learning:

- Parent information provided at ELAC and Coffee hour meetings to address the levels of discipline process, information about support services for students and provide additional information on how parents can help support their student at home.
- Parent conferences with parents of identified students struggling with misbehaviors at school via SAP, Restorative Practice Counselor, and Academic counselors to refer to local agencies and coordinate family educational opportunities
- Back to School night to communicate teacher classroom expectations, and teacher communication for at risk students' progress & behaviors
- Resources such as a Parent Handbook and student handbook which includes policies for student behavior including district suspension and expulsion process

- Climate and Culture/Restorative Practice Training for all staff
- CHAMPS training for selected teachers determined by need
- Professional learning centered on effective classroom management, student engagement and, "growth mindset" to build a culture of learning centered on relational capacity with students
- Common school-wide professional read that incorporate topics that address best instructional practices centered on engaging students and creating effective classroom environments
- Monthly We Act Lesson/Class meetings that address effective learning environments
- Monthly Climate and Culture meetings centered on building healthy relationships and Restorative practices
- District training for Safety Assistants
- Professional learning on safety protocols and levels of discipline for student behaviors and referral process to Re-engagement Center
- Meeting with safety teams to determine strategic assignment of Safety Assistants to specific areas on campus. Frequent periodic room checks with teachers to enhance more visibility for both teachers and students.
- Weekly Safety Assistant meetings
- Safety plan to include protocols for student activities during and after school

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

- Increase the number of adults supervising on campus (Street Saints, Noon time Assistants and volunteers)
- Additional adult supports in Re-Engagement Center; Restorative Counselor, teacher and RCA to manage students referred to the Re-Engagement Center
- Levels of discipline for student behavior and process for referring students for behavioral issues
- Discipline meeting by grade level to inform students
- Opportunities for students to get involved in athletics, clubs and after school program.
- Student conferences and counseling services with teachers, SAP counselors and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships as well as to manage the transition to high school.
- Opportunity to complete a student survey to provide valuable information about school culture and climate
- Student Handbook
- Men's and Women's Alliance program for at risk 10-12th grade and expanding to 9th
- We Act Schedule and school activities like rallies, Link Crew, Club Rush, and assemblies/conferences to connect students to the school

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

- Increase the number of adults supervising on campus (Street Saints, Noon time Assistants and volunteers)
- Additional adult supports in Re-Engagement Center; Restorative Counselor, teacher and RCA to manage students referred to the Re-Engagement Center
- Levels of discipline for student behavior and process for referring students for behavioral issues
- Discipline meeting by grade level to inform students
- Opportunities for students to get involved in athletics, clubs and after school program.
- Student conferences and counseling services with teachers, SAP counselors and vice principals to support students and change behavior
- Conflict resolution and restorative circles to facilitate positive student relationships as well as to manage the transition to high school.
- Opportunity to complete a student survey to provide valuable information about school culture and climate
- Student Handbook
- Men's and Women's Alliance program for at risk 10-12th grade and expanding to 9th
- We Act Schedule and school activities like rallies, Link Crew, Club Rush, and assemblies/conferences to connect students to the school

Edison Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
8	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000		RC Support - Climate and Culture, Counseling	\$	50,449.00	
									Total	\$	50,449.00

Action # 9

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	80.16	85.16	

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

Detail the Action

Edison High School is committed to aligning efforts to District Goal 2: All students will engage in arts, activities, and athletics. Edison High School will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as athletics, clubs, academic competitions, theater, Link Crew, music/band, leadership, service projects, field trips, and other school-wide activities (homecoming, dances, rallies, assemblies)

SMART Goals

Write a SMART Goal to address each data point:

BYEOY 2018, there will be an 5% increase of students who are engaged in any Goal 2 activities from 80.04% to 85.04%.

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

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

- District Goal 2 report
- Number of new engagement activities
- Rosters for Clubs and Athletics updated in ATLAS
- After school Program sign in
- Gate count at athletic home games student section
- Responses on student surveys
- Link Crew trainings and calendar of events
- School Calendar of Goal #2 activities
- Goal 2 Team meetings calendar and minutes
- School Culture and Climate Survey
- Climate and Culture Agendas and minutes

Owner(s):

- VP Berrett
- Campus Culture Director and assistant
- Class Sponsors,
- Athletic Director and assistant
- VP Aquino
- After school Teacher Leads

Timeline:

- Quarterly review of student engagement data to recruit
- 2 Club Rush activities
- semester student engagement reports
- Fall, Winter & Spring Athletic rosters
- Once a month in weekly management meetings to review events and student participation

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

Describe Related Professional Learning:

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

- Communication to parents at Back to School Night, Showcase and Incoming Freshmen Parents Night
- Weekly communication of opportunities for students to get involved in student activities, arts and athletics.
- Invitations to sporting events, club activities, concerts and theater performances to showcase and encourage student involvement

- Additional staff will be trained as Link Crew Advisors as well as additional staff attending CADA
- Teachers will receive updates and information regarding opportunities for students to participate in activities.
- Teachers will receive guidance on how to sponsor clubs.
- Teachers encouraged to develop more clubs and activities for students.
- Teacher training regarding what constitute as a student engagement activity and how to document the activity in ATLAS.
- Goal 2 data will be shared school-wide in order to generate staff awareness of students who are uninvolved
- Pathway teachers and coordinator will collaborate to develop interdisciplinary relevant activities that are showcases to various stakeholders; these teachers will also create opportunities outside the classroom to explore industry, guest speakers, and related competitions

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

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

- Incoming 9th grade visits in the spring and a middle school visit in the first semester to help transition incoming 9th graders
- Awards and incentives to encourage participation and foster school spirit and student participation in activities
- Assemblies and rallies to foster school participation, interest and connection to school.
- A purposeful implementation of an outreach program targeting 9th graders to include, but not limited to building out link crew. Incoming freshmen parent night, Back to School Night and Showcase
- Provide resources like materials, supplies, technology, and transportation to encourage and support participation
- Pathway courses and linked pathway (Biomed) and academy that incorporates industry experiences in and out of the classroom

- Multicultural component will be included in assemblies and rallies to involve students of various cultures and languages with an emphasis on Hispanic Heritage month in September
- Active recruitment to encourage EL students to get involved.
- Communication with EL students for feedback of the type of activities they would like to have at school.

Edison Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
9	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries; Climate and Culture	\$	60,011.00
9	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Overtime				O/T for RCA and HSL	\$	6,284.00
9	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance/Repair/Technology	\$	12,000.00
								Total	\$	78,295.00

Action # 10

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7139 - Secondary students social awareness survey results for questions 21-28	60.65	65.65	

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

Detail the Action

Edison High School will build community and relational capacity in all teachers and staff in order to promote student-teacher relationships, student-to-student relationships, and staff to staff relationships through professional learning, 9th grade activities like Link Crew and transitional events, and school wide recognition like student of the month, academic all-stars, academic growth, etc.

SMART Goals

By EOY 2018, there will be a 5% increase, 60.65% to 65.65%, of students who have a positive response to any of the following eight survey questions.

1. How carefully did you listen to other people's points of view?
2. How much did you care about other people's feelings?
3. How often did you compliment others' accomplishments?
4. How well did you get along with students who are different from you?
5. How clearly were you able to describe your feelings?
6. When others disagreed with you, how respectful were you of their views?
7. To what extent were you able to stand up for yourself without putting others down?
8. To what extent were you able to disagree with others without starting an argument?

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

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

- Link Crew trainings and calendar of events
- Teacher attendance in Restorative Practices training and classroom walkthroughs
- Restorative circles
- School Culture and Climate Survey
- Climate and Culture Agendas and minutes
- Link Crew Calendar and lessons
- Student of the Month Rosters
- Academic Celebration lists
- Staff Calendar of events and staff recognition of tiger of the month

Owner(s):

- VP Berrett
- Head Counselor
- Campus Culture Director and Assistant
- Teachers

Timeline:

- Monthly review of student of the month
- Monthly Link crew activities
- Annual review of survey data
- Monthly data of restorative circles
- Daily classroom walkthroughs

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

- Back to School Night, Showcase and Incoming Freshmen Parents Night
- Monthly Student of the Month postcards mailed home
- Parent communication that include celebrations in school messenger
- BCRA that support translation during parent meetings
- PTA community projects
- Booster programs

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

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

- Daily classroom structures and routines that promote safe environments and relationships
 - Class Meetings (We Act) that increase student dialogue about school issues and relationship issues
 - Incoming 9th grade visits in the spring and a middle school visit in the first semester to help transition incoming 9th graders
 - Awards and incentives to encourage student to teacher relationships like Tiger of the Month, student recognition for academic all-stars and academic growth
 - A purposeful implementation of an outreach program targeting 9th graders to include, but not limited to building our link crew. Incoming freshmen parent night, Back to School Night and Showcase
 - Provide resources like materials, supplies, technology, and transportation to encourage and support participation
-

Describe Related Professional Learning:

- Climate and Culture/Restorative Practice Training for all staff
- CHAMPS training for selected teachers determined by need
- Professional learning centered on effective classroom management, student engagement and, "growth mindset" to build a culture of learning centered on relational capacity with students
- Common school-wide professional read that incorporate topics that address best instructional practices centered on engaging students and creating effective classroom environments
- Monthly We Act Lesson/Class meetings that address effective learning environments
- Monthly Climate and Culture meetings centered on building healthy relationships and Restorative practices
- Setting SMART goals
- Staff Extended Lunches for staff potlucks and teacher appreciation week
- Tiger of the Month selections for staff members
- Additional staff will be trained as Link Crew Advisors as well as additional staff attending CADA

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

- Student incentives and recognition for language growth and re-designation.

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0145 Edison High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries; Certificated	23,735.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - Literacy Support	30,253.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.000	Paraprofessional; Computer Lab Assistant	58,951.00
1	1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Local Mileage	1,500.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teacher Salaries	27,892.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for ELA & ELD support	55,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	27,135.00
1	1	Sup & Conc	Instruction	Travel			Travel and Conference	38,000.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh	15,000.00
1	1	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			Instructional Supervision & Administration	4,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			Instructional Library, Media & Technology	15,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies - Math Support	6,150.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies - Math Support	13,850.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Materials & Supplies to support Math Classrooms	55,728.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology for Core Math Classrooms	50,000.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Salaries; Bilingual Instruction	2,959.00
3	1	LCFF: EL	Instruction	Nc-Equipment			Technology Support for EL students	30,812.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessor charges	2,000.00
5	1	Sup & Conc	Ancillary Services	Direct-Food			Food Services	6,000.00
7	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation/Translating/Day Care	3,079.00
7	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.000	Parent Involvement - Classified Support; Child Welfare and Attendance	64,299.00
7	1	Sup & Conc	Instructional Administration of Sp	Oth Cls-Supp			Instructional support; Special Projects	9,641.00
7	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies; Parent Participation	2,000.00
7	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.500	Classified Support; Parent Participation, Hmong Translator & Liaison	26,774.00
7	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Classified Support; Parent Participation, Spanish Translator & Liaison	25,671.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Support; Parent Participation	3,616.00
7	2	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies for Parent Engagement Activities	14,848.00
7	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	0.500	Classified Support; Parent Participation, Hmong Translator & Liaison	26,774.00
7	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.500	Classified Support; Parent Participation, Spanish Translator & Liaison	25,671.00
8	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000	RC Support - Climate and Culture, Counseling	50,449.00

9	2	Sup & Conc	Instruction	Teacher-Supp	Supplemental Salaries; Climate and Culture	60,011.00
9	2	Sup & Conc	Instruction	Direct-Maint	Maintenance/Repair/Technology	12,000.00
9	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr	O/T for RCA and HSL	6,284.00
						\$795,082.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$187,967.00
Sup & Conc	7090	\$500,435.00
LCFF: EL	7091	\$106,680.00
Grand Total		\$795,082.00

Domain Totals	Budget Totals
Academic	\$644,795.00
SEL / Culture & Climate	\$150,287.00
Grand Total	\$795,082.00